

# TEACHING WITH MAPS IN THE ELEMENTARY CLASSROOM

*Lesson Plan Guide from the GIS Research & Map  
Collection, Ball State University Libraries*

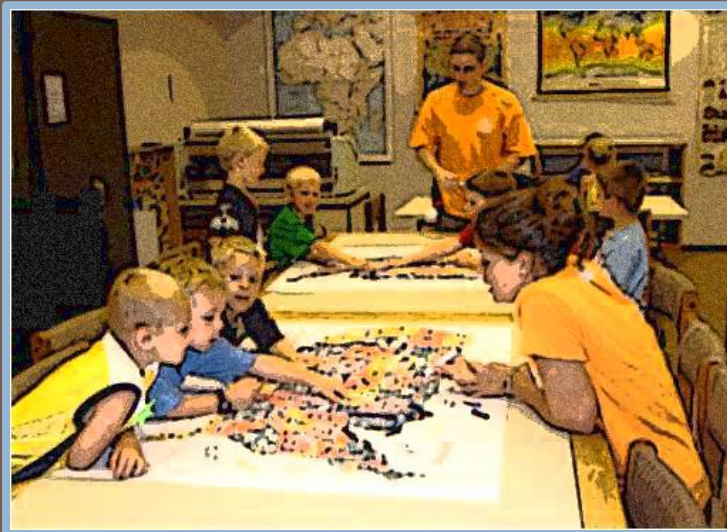
# GIS Research & Map Collection

The GIS Research & Map Collection on the second floor of Bracken Library houses over 145,000 maps, atlases, and other resources. These maps are a valuable—sometimes historically significant—resource that can be used to enhance lesson plans for students of all ages in many interdisciplinary studies.



# GIS Research & Map Collection: In the Classroom or As the Classroom

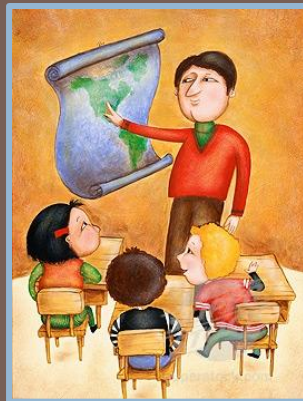
Maps from the GIS Research & Map Collection may be circulated for two weeks or longer. Arrangements can be made for maps to be used in the classroom for semester-long projects. Individual students or classes may also visit the GRMC to use maps in the Collection.



# Why are maps important in teaching?

The 2006 National Geographic-Roper *Survey of Geographic Literacy* delivered some bad news about the basic geographic skills of young Americans. “Young Americans” aged 18 to 24 from the United States were tested on geographic knowledge. Respondents answered about half of all survey questions correctly.

- ❖ 63% of the students could not find Iraq on a map of the Middle East.
- ❖ 75% could not find Iran or Israel on a map of the Middle East.
- ❖ Nine in ten could not find Afghanistan on a map of Asia.
- ❖ Half of the young Americans could not find the state of New York on a map.
- ❖ In spite of months of media coverage of Hurricane Katrina, 33% could not find Louisiana on a map of the United States.





# Atlas Collection

The Atlas Collection on the second floor of the Library just outside the GRMC has more than 2,000 atlases from around the world. There are atlases about countries, cities, states, counties, and atlases about specific topics. Maps in atlases can easily be scanned for use in a classroom lesson.



# Atlases Offer More Than Maps...



The page above is from a Thai children's book, showing the English and Thai language. The postage stamp (right) is from Vietnam. These images are included in a section on Southeast Asia in the *Facts on File Children's Atlas* from the Atlas Collection.

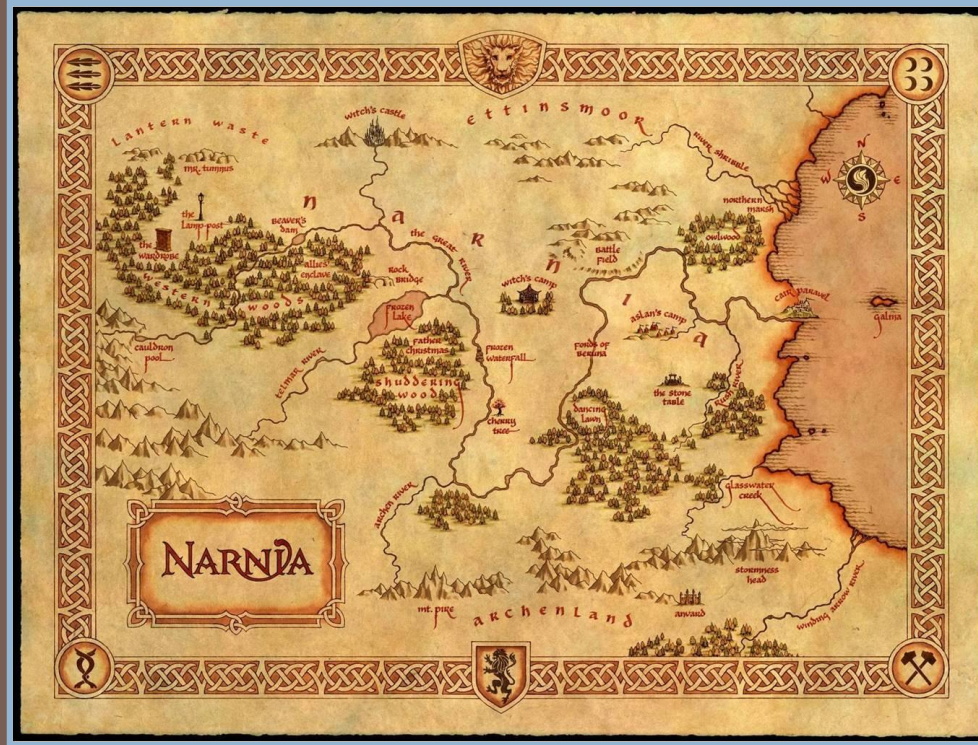
# Using Atlases to Learn about Maps



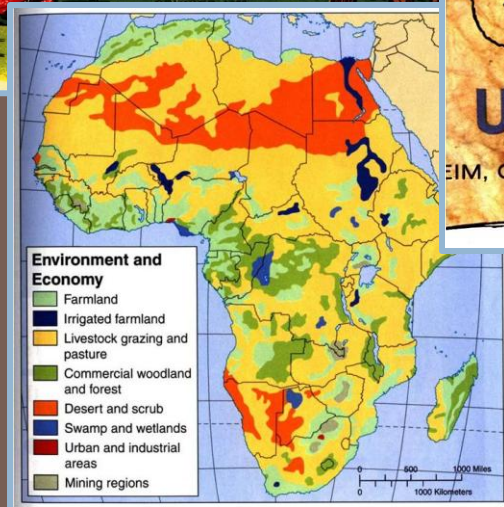
This atlas from the GRMC, *Lost Treasures of the Pirates of the Caribbean*, includes treasure maps created by mapmakers hired by the pirates themselves. These colorful maps could be included in a lesson teaching students about basic geography and map-reading skills.



# Learning with Maps



(Narnia, GRMC, Ball State University Libraries).



Students can learn to identify the elements of a map and improve map reading skills using maps from the GRMC. The images shown are some of the unique scales, legends, directional indicators, and titles featured on maps from the GRMC.



# Using Maps for Classroom Games

Use a map as the foundation for a board game. Groups of students can move a game piece through Africa by answering trivia or map questions correctly.

Print off the *Africa Trek* game created by the GRMC and simply draw a path that crosses through every country in Africa—starting in Egypt and ending in Madagascar. As students play the game, they will be learning the countries of the continent.

This game is available at

<http://cardinalscholar.bsu.edu/299/>

A large copy of the map can be printed using the large-format plotter in the GRMC.



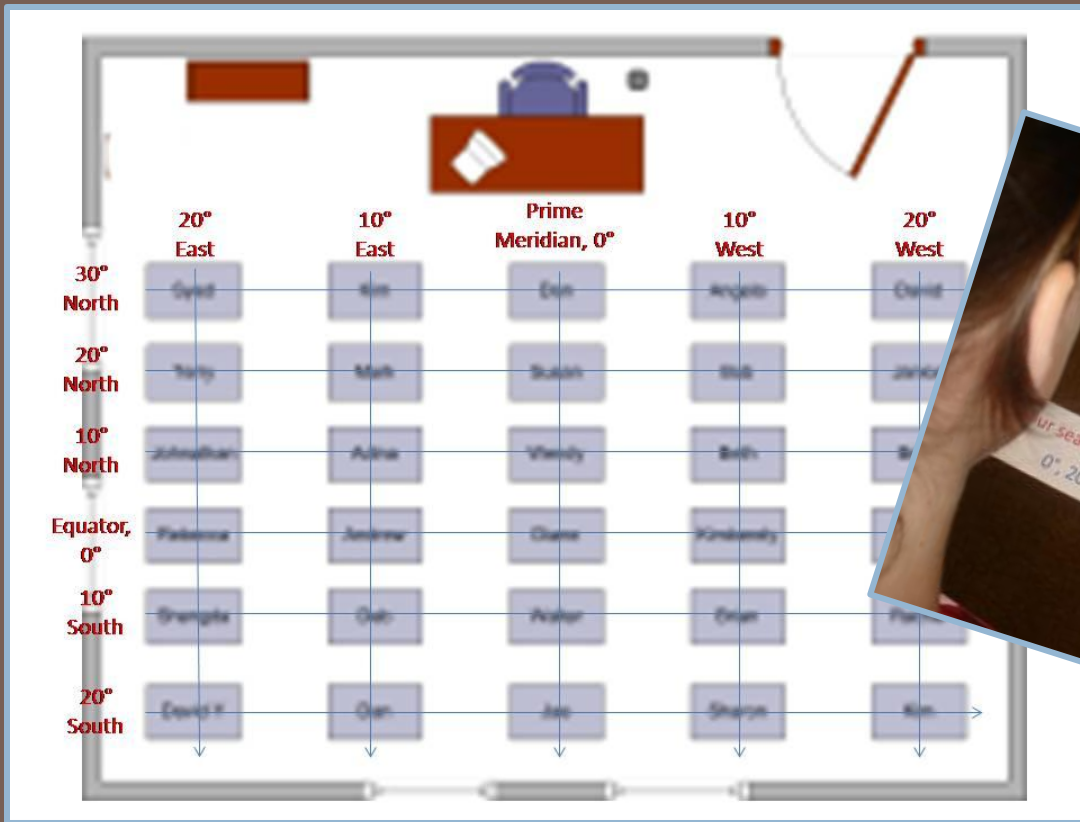
# Map Searches



Teach U.S. geography searching for heroes on this GRMC map. Various heroes (from super heroes to firemen to service dogs to Mom and Dad) are located all over this map of the United States. Make a list of the heroes and ask students to identify the states in which they are located. This lesson teaches students the fifty states and the qualities of a hero. This map is available at <http://cardinalscholar.bsu.edu/300/>

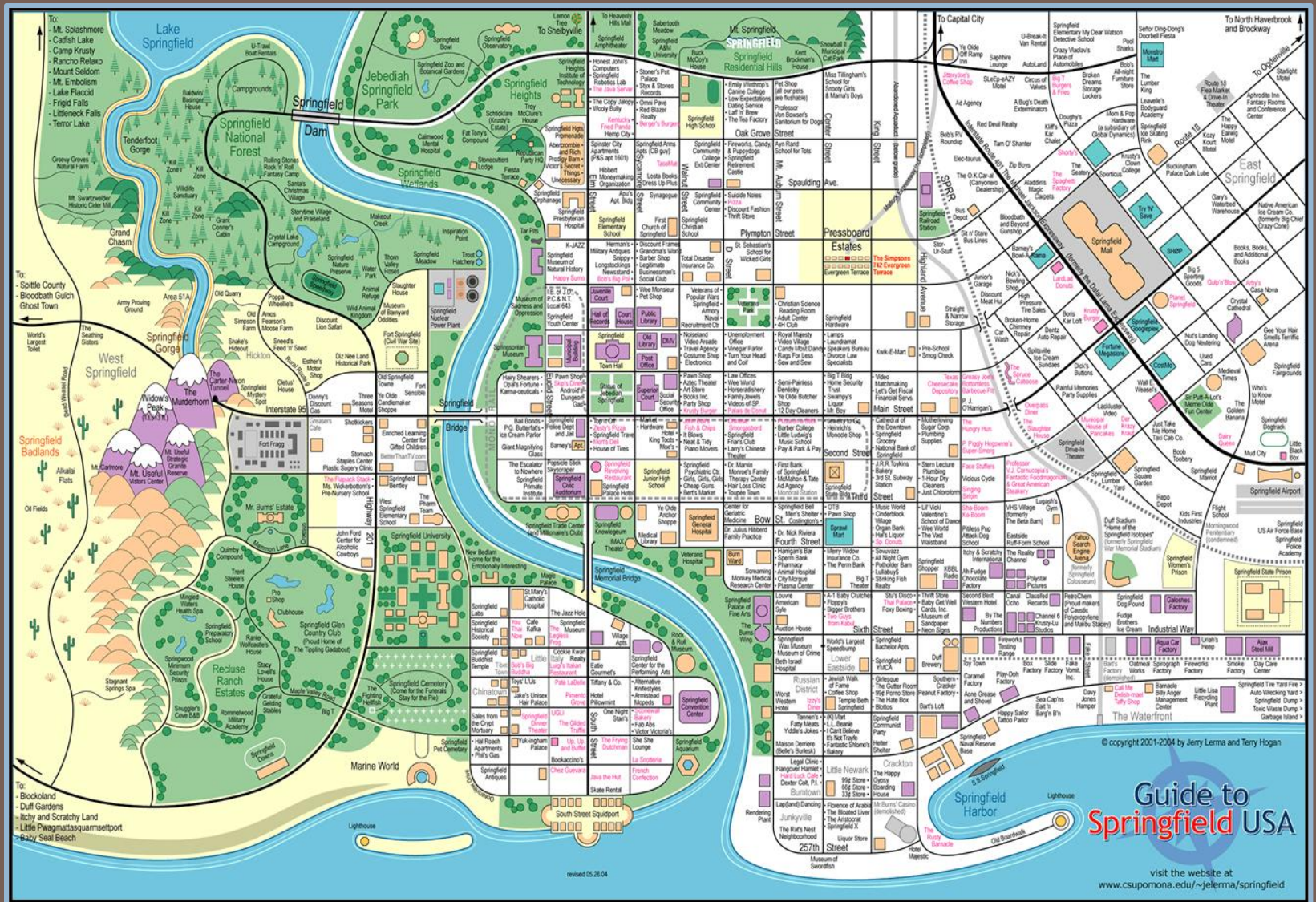


# Using Map Skills in the Classroom



Teachers can assign students their seats by posting signs in the classroom, labeling each row of seats by lines of latitude and longitude. Then pass out slips of paper identifying the location of the student's seat with geographic coordinate numbers.

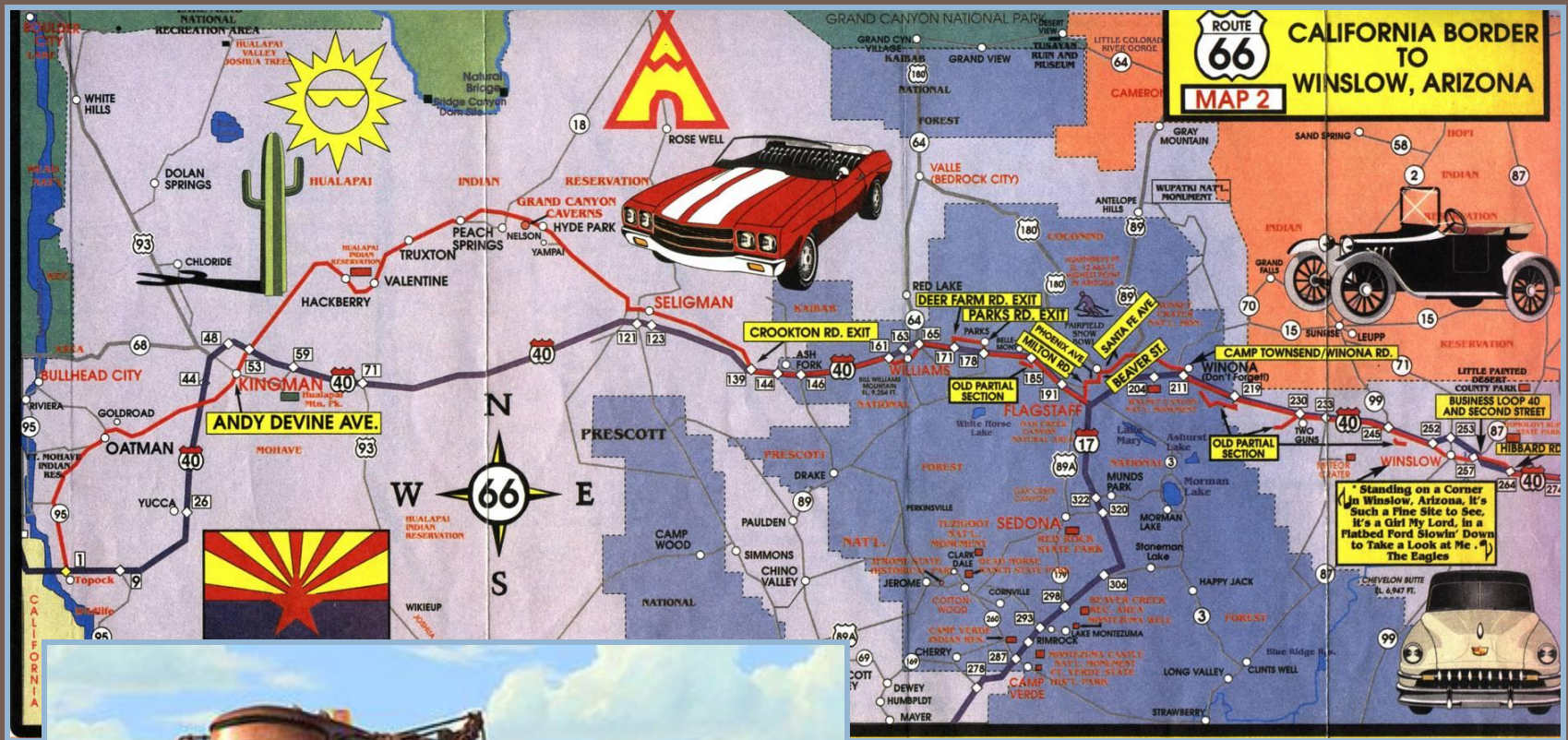
The students may find this "mad scramble" for seats entertaining.



Use a map of Springfield from *The Simpsons* television show to teach students how to use a map to follow directions.  
(Guide to Springfield USA, GRMC, Ball State University Libraries).



# Cruising Across America

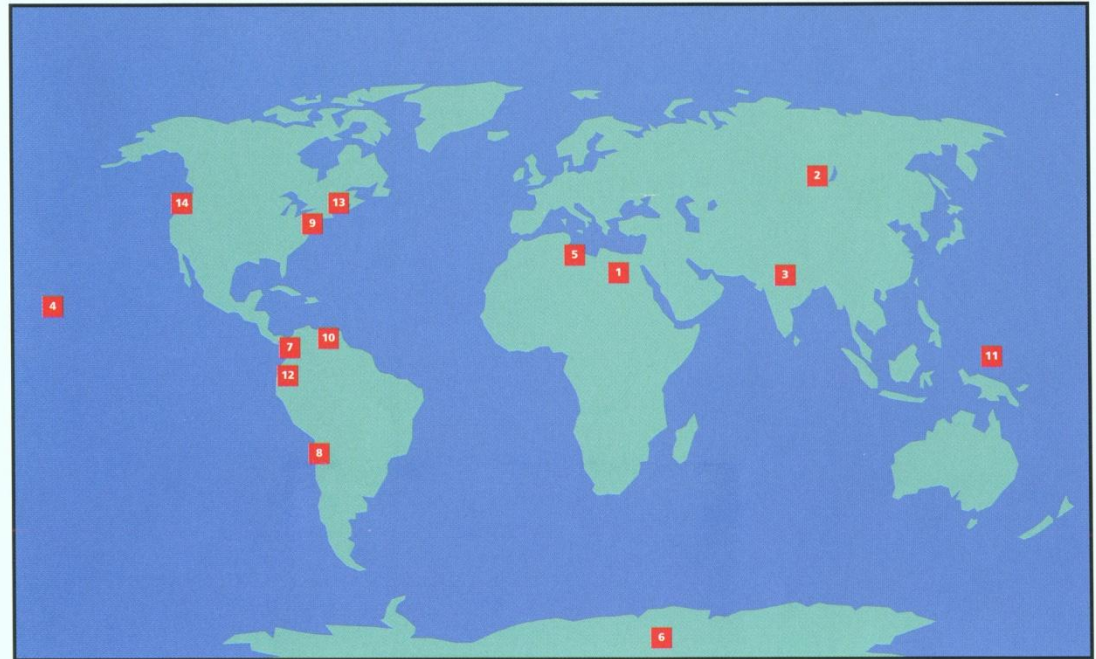
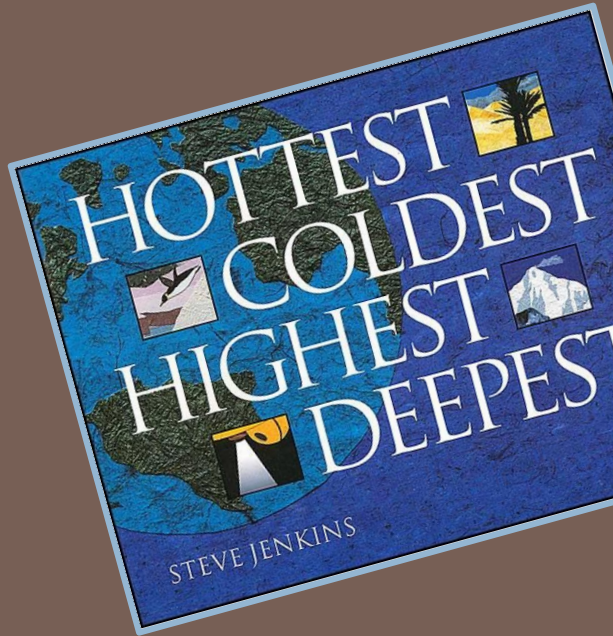


The animated motion picture "Cars" took place on Route 66, the historic highway stretching from Illinois to California. Young students could follow along the map while watching the movie.

(Get Your Kicks on Historic Route 66 map, GRMC, Ball State University Libraries).



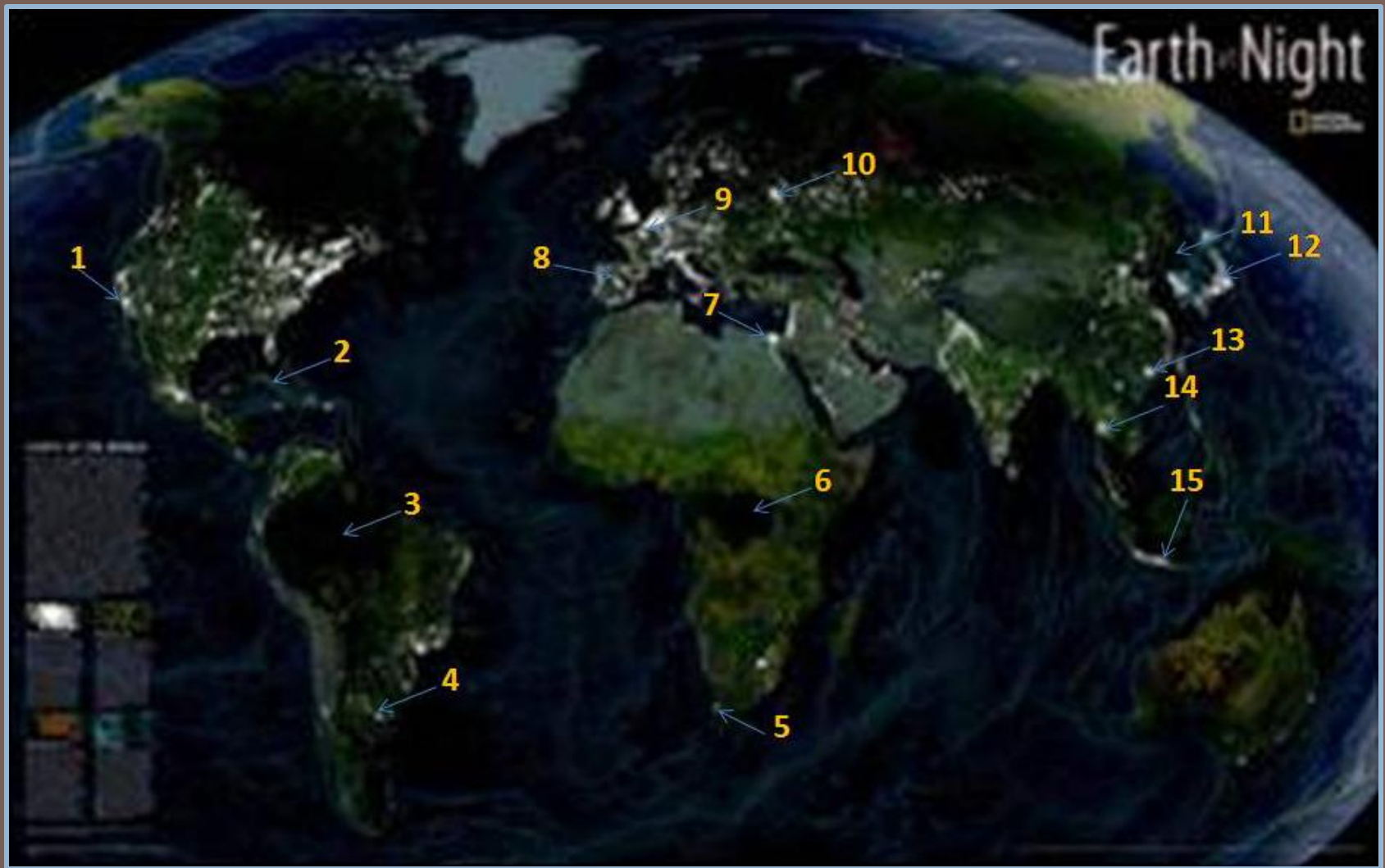
# Marking a Map



- |                        |                                   |                                 |                              |
|------------------------|-----------------------------------|---------------------------------|------------------------------|
| 1 Nile River, Africa   | 6 Vostok, Antarctica              | 10 Angel Falls, Venezuela       | 13 Bay of Fundy, Nova Scotia |
| 2 Lake Baikal, Russia  | 7 Tutunendo, Colombia             | 11 Marianas Trench, Philippines | 14 Mount Rainier, Washington |
| 3 Mount Everest, Nepal | 8 Atacama Desert, Chile           | 12 Sangay, Ecuador              |                              |
| 4 Mauna Kea, Hawaii    | 9 Mount Washington, New Hampshire |                                 |                              |
| 5 Al Aziziyah, Libya   |                                   |                                 |                              |

*Hottest, Coldest, Highest Deepest* is a book describing the geographical extremes of the world—longest river, driest spot on earth, highest mountain. Teachers could read the book to the class as students find the locations in an atlas and mark the spots on a world map. Learning to transfer a location on one map to another similar map is an important map reading skill.

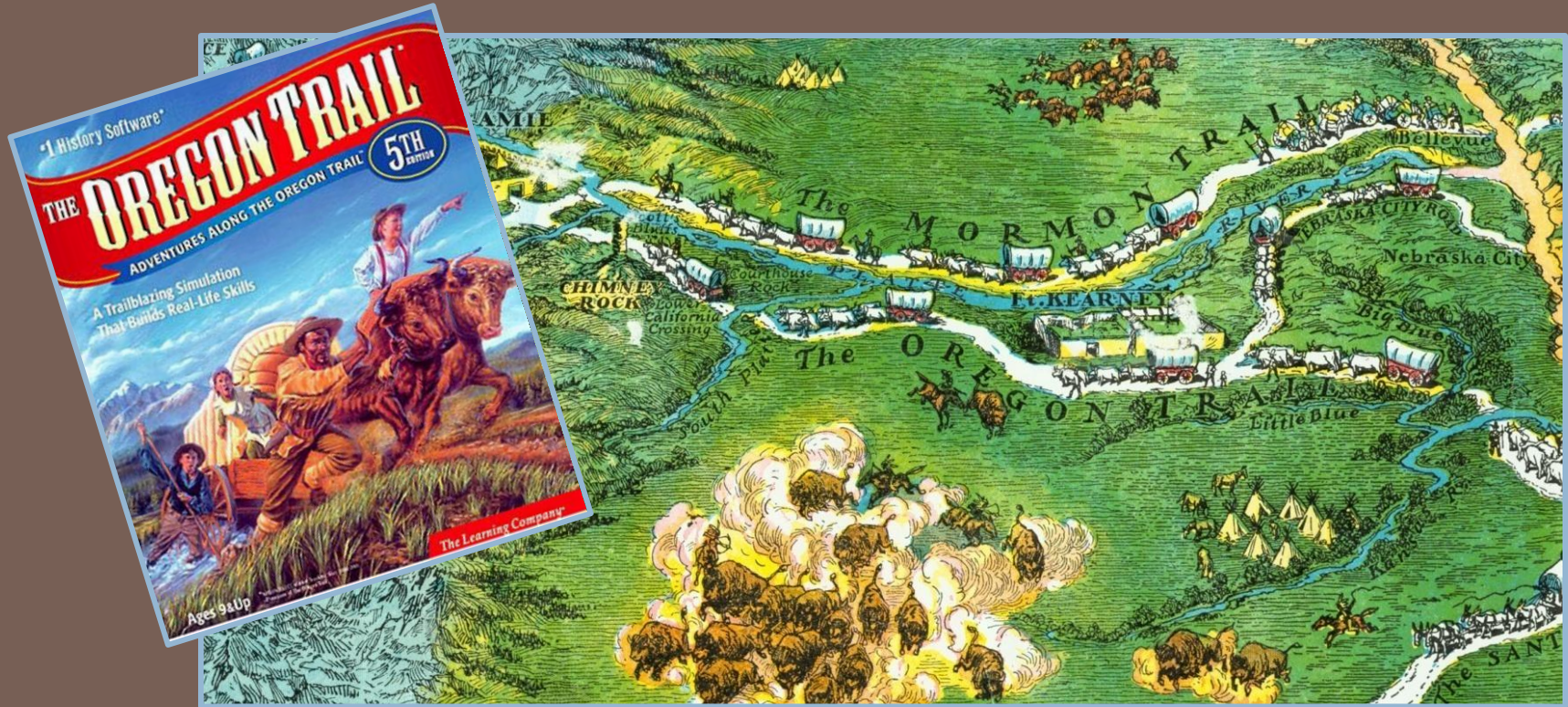
(*Hottest, Coldest, Highest, Deepest*, Educational Resources Collections, Ball State University Libraries).



Teachers could use this satellite map of the world to show students how to transfer points on one map to another map. Students could be asked to identify specific cities, deserts, and rainforests numbered on this copy of the map by searching for the locations on another world map or in an atlas. This map is available at <http://cardinalscholar.bsu.edu/301/> (Earth at Night map, GRMC, Ball State University Libraries).



# Following Along: Map Reading Made Fun...

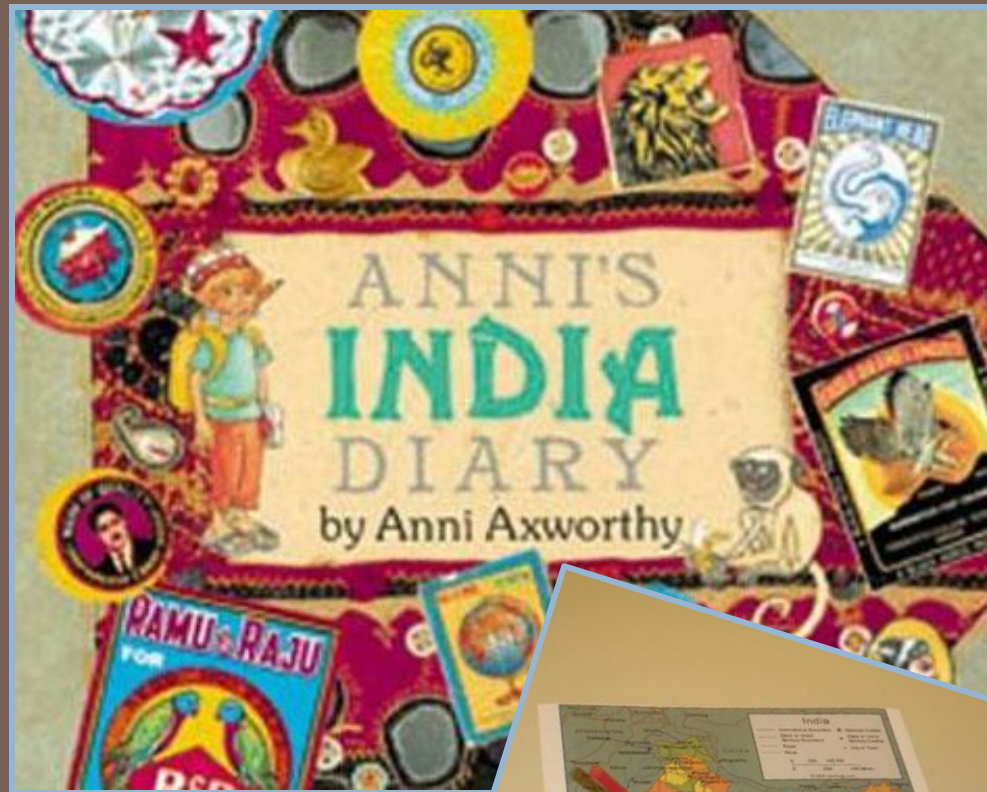


Students enjoy playing *The Oregon Trail* simulation game in the classroom. Using a map of the trail from the GRMC, students can learn to follow along with the game and search for landmarks and other sites on the map.

(*The Oregon Trail* game, Educational Resources Collections; *The Oregon Trail* map, GRMC, Ball State University Libraries).

# Following the Story on a Map

Teachers can coordinate the study of geography with literature and reading skills. Even younger students can follow a map from a story. In *Anni's India Diary* by Anni Axworthy, the author describes the travels of a young girl through India. Young students could follow along with the story using a copy of a map of India from the GRMC that shows the city locations mentioned in the story, mapping out the route of Anni's trip.





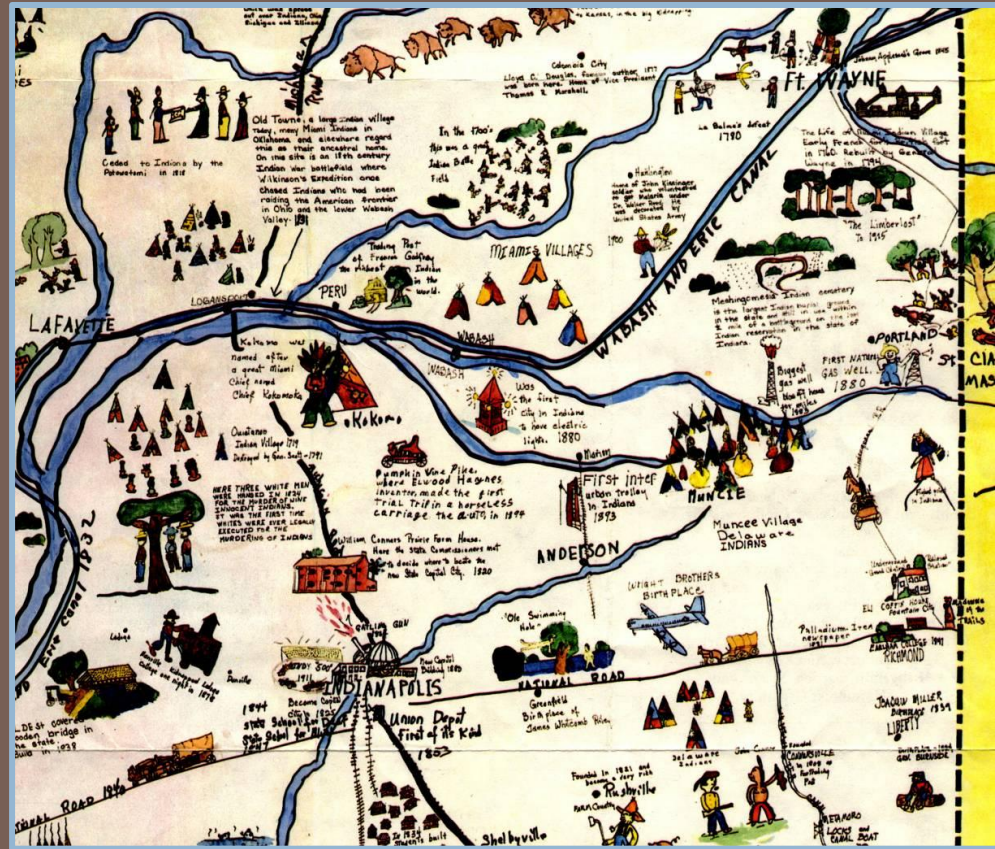
# Student Cartographers



After teaching students to recognize the basic elements of maps and map reading, ask students to create a map of their bedroom at home—using a title, directional indicator or compass rose, scale, and a legend or key. Students could also create a treasure map with an “X” marking the buried treasure.

# Cartography: Creating Custom Maps

After teaching the history of a state, country, or continent, teachers could ask individual students or groups to create a map documenting some of the events studied.



(Indiana, GRMC, Ball State University Libraries).



# Canada— Famous and First: *People and Inventions*



at <http://cardinalscholar.bsu.edu/302/> as “Canada map.”



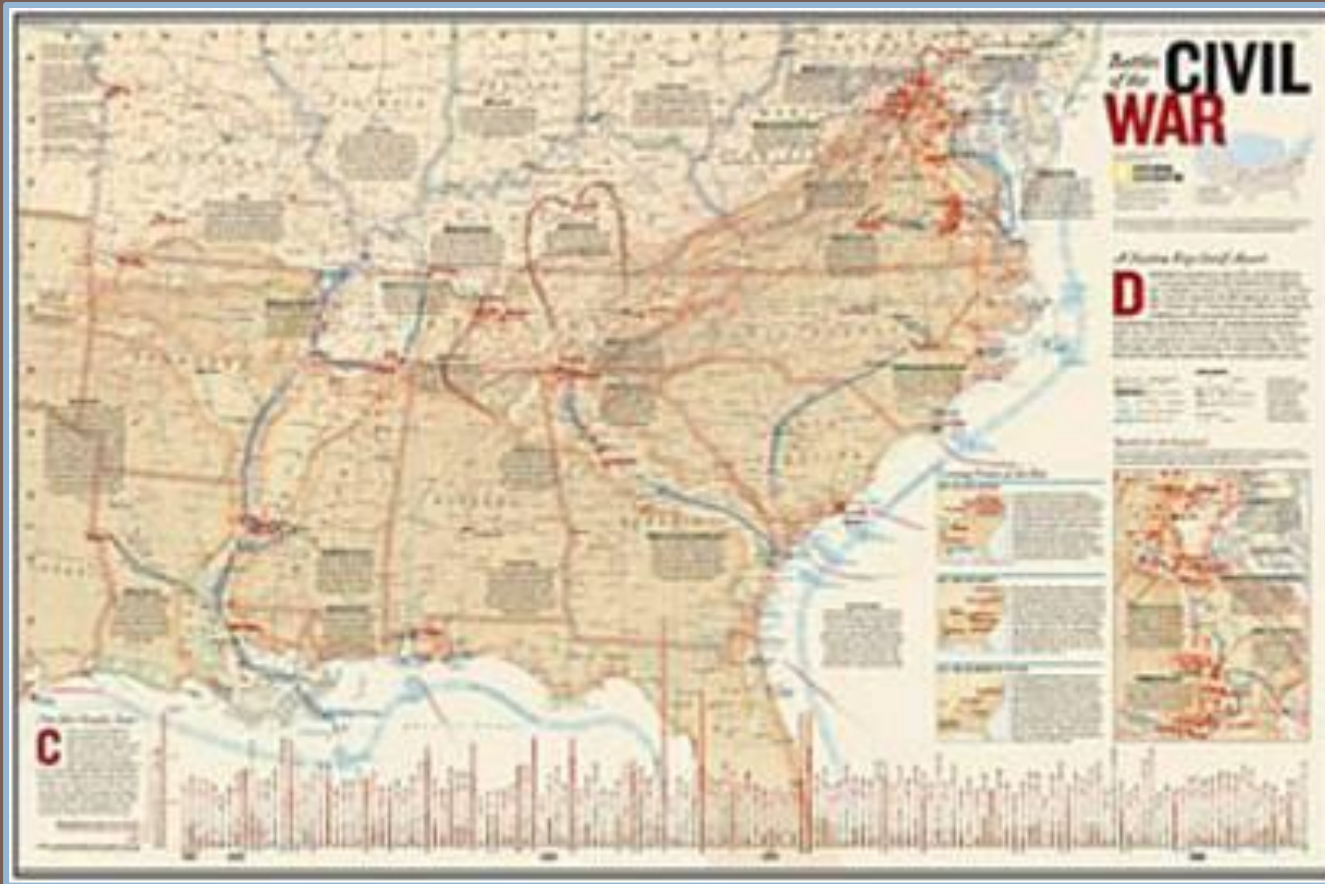
# Using Maps in Cooperative Teaching



Maps are a useful resource for teaching many different subjects in the elementary classroom. Social studies teachers may wish to use maps in cooperation with teachers of science, math, English, and other subjects....



# HISTORY

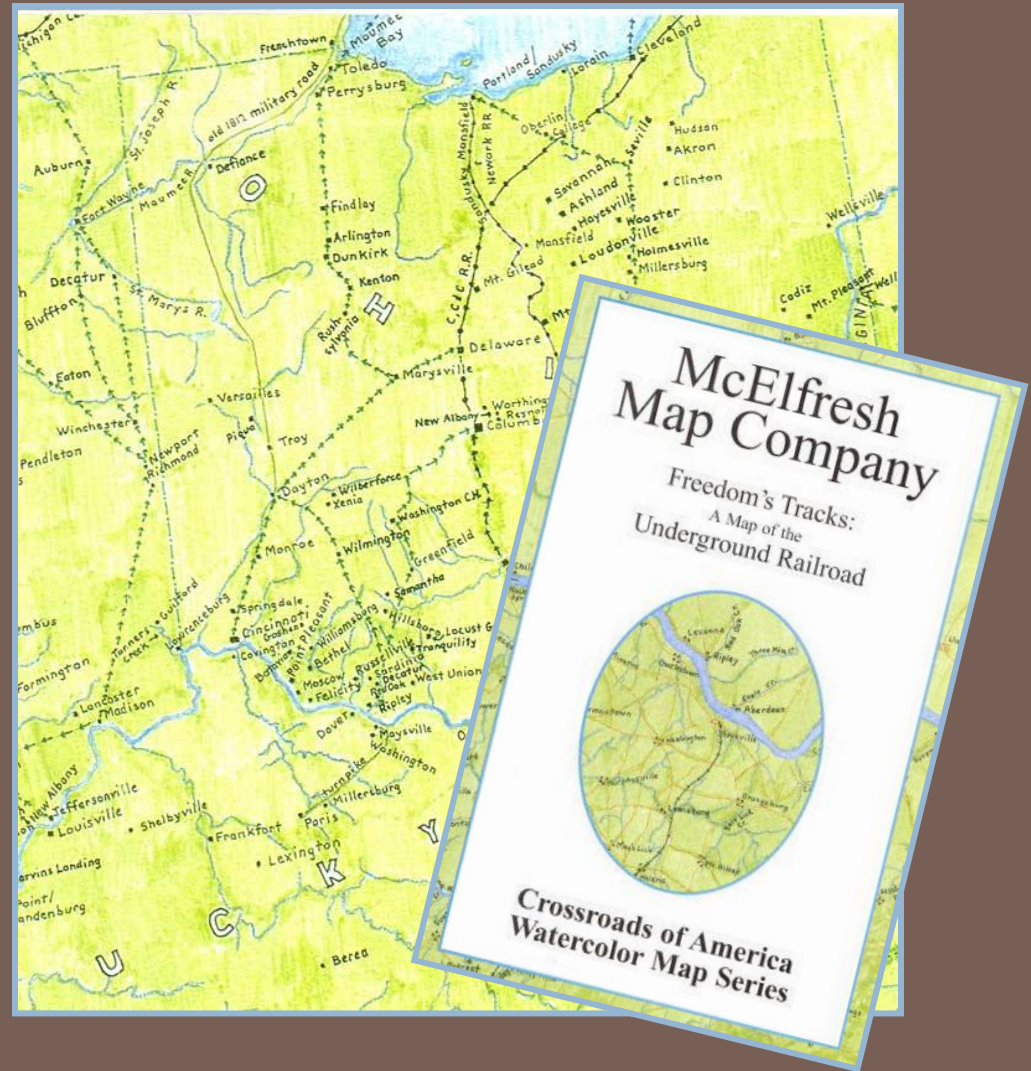


Maps are an excellent resource for teaching history. The GRMC has a collection of both historic and historical maps that can be used for teaching about world, regional, and United States history. This map shows battles of the Civil War, and the GRMC also includes World War-, Korean War-, and Vietnam-era maps that can be used to help students visualize history.

*(Battles of the Civil War map, GRMC, Ball State University Libraries).*

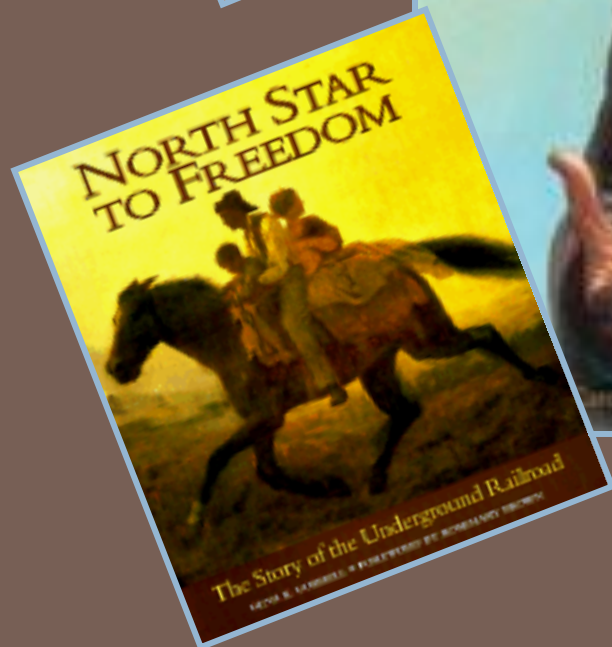
# Mapping the Underground Railroad

Working in groups or individually, ask students to study a physical map of the eastern part of the United States during the time of slavery. Analyzing elevation and terrain on the map, ask students to create a map of a route that a runaway slave could travel from a destination in the south to a safe haven in the north. Discuss the routes chosen by the students as a group. Then study a map of the actual Underground Railroad system available from the GRMC.

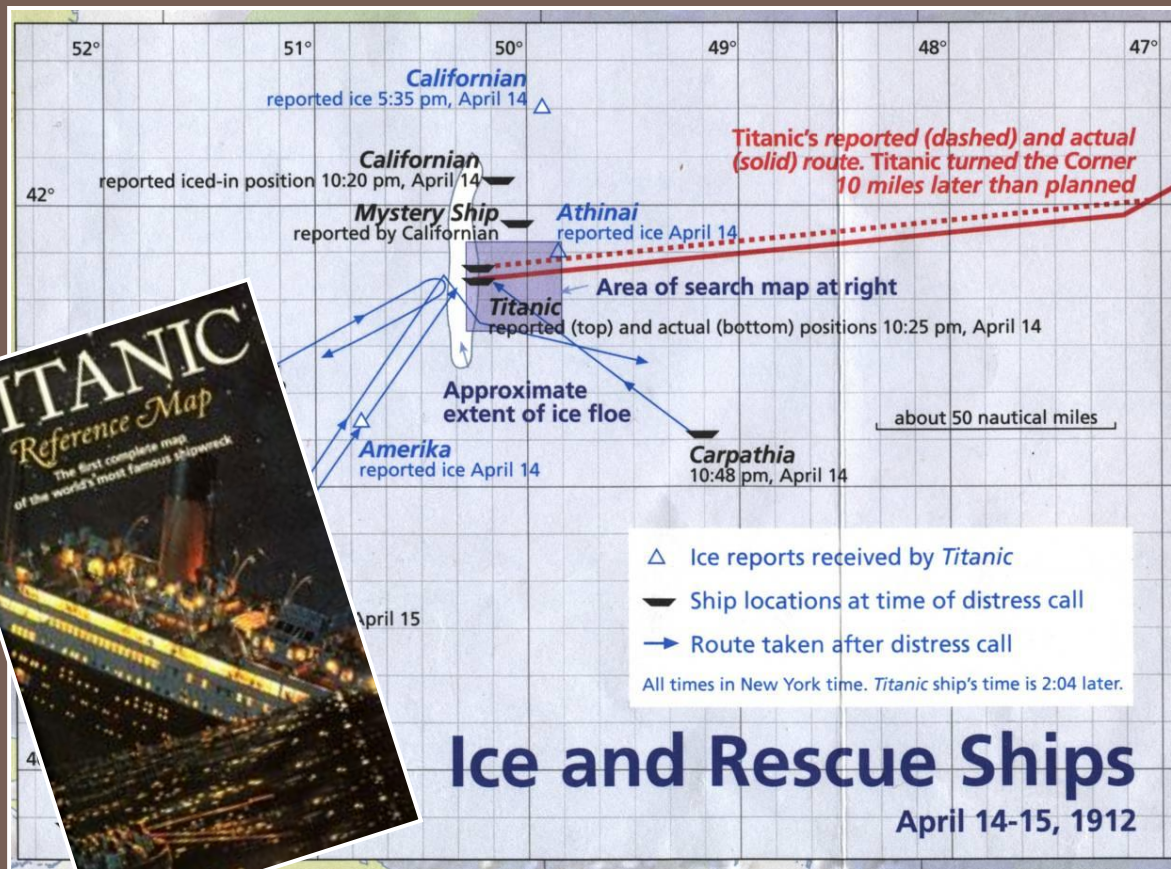
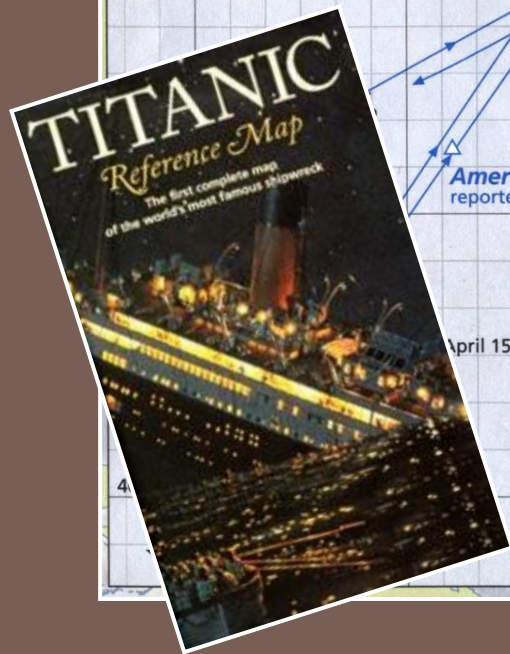


(Freedom's Tracks: A Map of the Underground Railroad, GRMC, Ball State University Libraries).





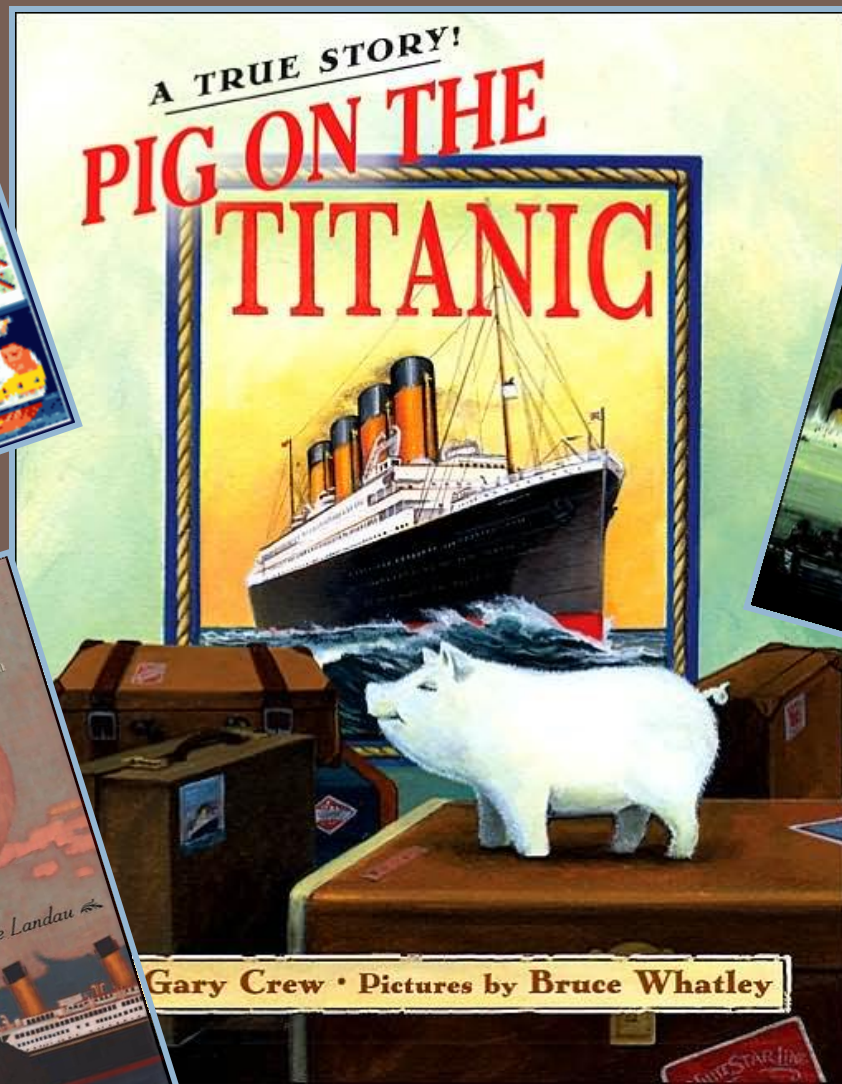
Incorporate these stories from the Educational Resources Collections about the Underground Railroad into a collaborative lesson.



# Mapping Tragedy: Voyage of the *Titanic*

The *Titanic Reference Map* in the GRMC shows transatlantic passenger steamship routes, the *Titanic* disaster site, the wreckage search site, other shipwreck sites, iceberg occurrence areas/graph, major ocean currents, and locations of *Titanic* memorials. The map also includes deck plans, a cutaway view of the *Titanic*, a comparative size diagram, and portraits with biographical sketches of selected passengers. This map offers a wealth of resources for teachers of numerous subjects.







# A Map of One Day in History



NATIONAL ARCHIVES

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## CALIFORNIA

California was hit fore and aft in the first minutes. Water and oil flooded the ship. When a burning oil slick threatened the ship, the order was given to abandon. Three of her crew were awarded Medals of Honor, posthumously.

### USS CALIFORNIA

Battleship

SUNK

Lives lost 102

Torpedoes 2

Bombs 1

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The destroyers Cassin and Downes lay in dry dock No. 1, with the Pacific Fleet flagship, Pennsylvania, astern. An incendiary bomb exploded Downes's fuel tanks, causing such fierce fires onboard both Downes and Cassin that the ships had to be abandoned. Thought to be lost, both ships, fitted with new hulls, were ultimately salvaged.



## THE AFTERMATH

Lost at Pearl Harbor were the lives of 2,009 sailors, 109 Marines, 218 soldiers, and at least 68 civilians. The Japanese lost fewer than 100 airmen and 29 planes. The U.S. suffered severe damage to 18 ships, including 7 out of 8 battleships. Of 394 aircraft, 188 were destroyed and 159 damaged.

With coordinated attacks in the Philippines, Singapore, Hong Kong, Malaysia, and Guam and Wake islands, the Japanese began

to assert control of the skies and seas across a quarter of the Earth's surface. In the next six months, they would extend their control from the borders of India to the central Pacific, from Alaskan waters to the northern shores of Australia—until checked in the carrier battles of the Coral Sea and Midway.

As casualty figures of the Pearl Harbor raid mounted on the news tickers in New York's Times Square

and reports were issued over the radio, Americans were in turn stunned, disbelieving, and angry. The raid, launched without a declaration of war, united a divided America. Four days later, Germany and Italy, honoring the Tripartite Pact signed in 1940 with Japan, declared war on the U.S. Now, American industrial might and political resolve were fully committed to the Allied cause.



## MARYLAND

Moored inbound of Oklahoma, Maryland was protected. She was struck by one bomb in the forecastle and a second in the bow, but she was never threatened by serious flooding. She was able to steam to the mainland for repairs.

### USS MARYLAND

Battleship

DAMAGED

Lives lost 4

Bombs 2



## TENNESSEE

Burning debris from Arizona's explosion did more damage to Tennessee than the two dud bombs that hit her gun turrets. Wedged tightly between the sunken West Virginia and her mooring quay, she had to be blasted free. Like most of the damaged ships, she eventually rejoined the fleet.

### USS TENNESSEE

Battleship

DAMAGED

Lives lost 5

Bombs 2

## ARIZONA

Never will another ship bear her name, out of respect. An armor-piercing bomb, penetrating deeply and exploding near the forward magazine, delivered the death blow. The blast blew men off decks on nearby ships, threw tons of debris over the harbor, and killed in that instant over 1,100 sailors. Their sacrifice, and that of others lost at Pearl Harbor, is honored by the USS Arizona Memorial, erected over the sunken hull.

### USS ARIZONA

Battleship

SUNK

Lives lost 1,177

Bombs 3



CALIFORNIA

Heroism during the 110 minutes of combat earned the following recognition: 16 Medals of Honor; 51 Navy Crosses; 53 Silver Stars; 4 Navy and Marine Corps Medals; 1 Distinguished Flying Cross; 4 Distinguished Service Crosses; 1 Distinguished Service Medal; and 3 Bronze Stars.

A torpedo passed under the old minesweeper Oglala and exploded against the light cruiser Helena. The concussion opened the seams of Oglala, which sank so quickly that some old salts say she died of fright.

"Praise the Lord and pass the ammunition, boys" was reputedly said by Lt. (jg.) Howell M. Fordy, chaplain on the heavy cruiser, New Orleans, to encourage men passing ammunition by hand in a "shell train" after power was lost to the hoist. The words became the part of a song that soon swept the nation.

SHAW

OGLALA

OKLAHOMA

Not all of the U.S. Pacific Fleet was in Pearl Harbor at the time of the attack. Two aircraft carriers, Lexington and Enterprise, almost all the heavy cruisers, and half of the destroyers were at sea. A third carrier, Saratoga, was at San Diego, about to begin a voyage to Pearl Harbor.

TENNESSEE  
WEST VIRGINIA

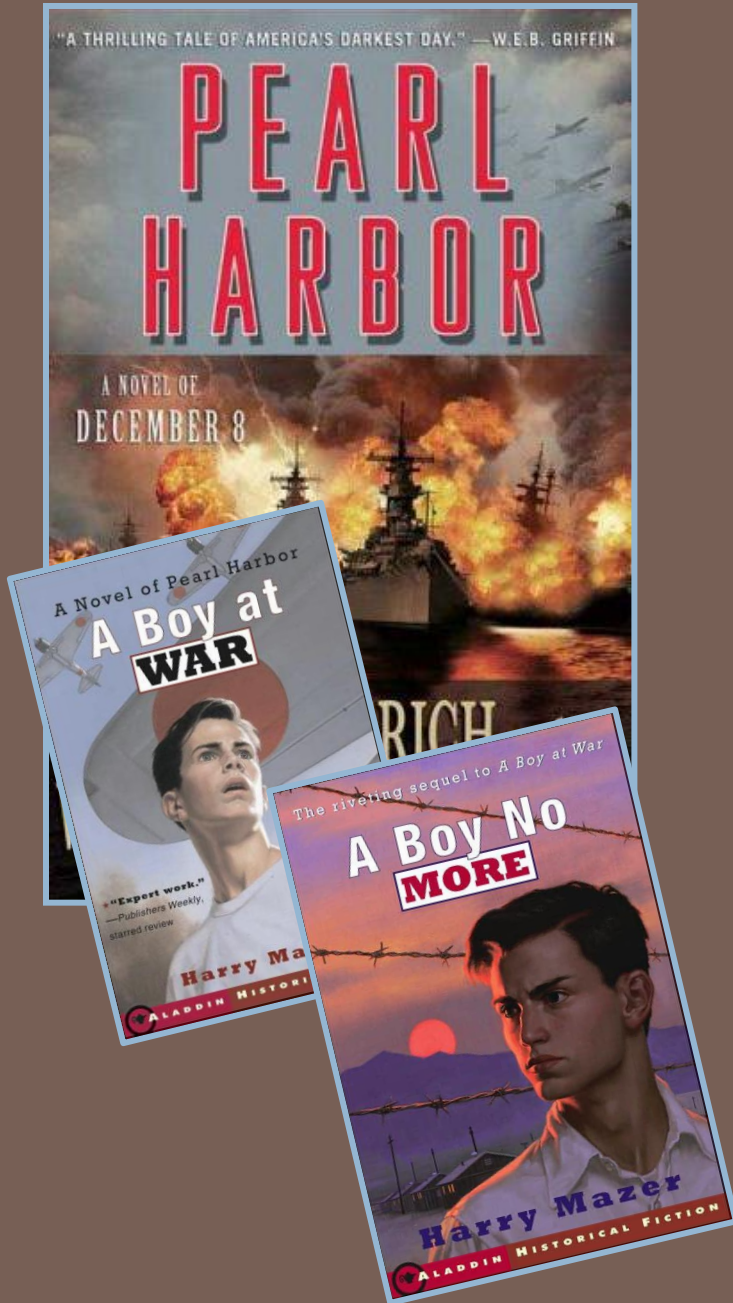
ARIZONA

Colorful squadron insignia—many designed by pilots—emblazoned fighting aircraft of the U.S. Army, Navy, and Marine Corps. "The grinning, lively images are not permitted technically," noted a December 1944 National Geographic publication, "but when a lad sets his eyes to the skies, if he needs a bit of encouragement to go with him, commanding officers have been known to wink at breaking the rule." Selected insignia from the Pacific Theater are reproduced here. For a key to these insignia go to [nationalgeographic.com/pearlharbor/map.html](http://nationalgeographic.com/pearlharbor/map.html)

(Theater of War in the Pacific Ocean/Pearl Harbor Commemorative Map, GRMC, Ball State University Libraries).

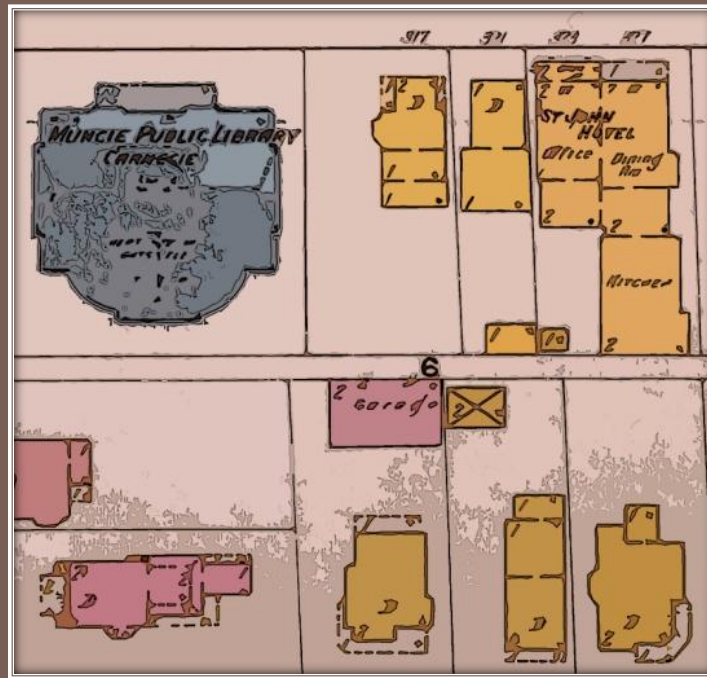
## ...One Day in History

Teachers beginning the study of the United States' entry into World War II could introduce the topic using novels about Pearl Harbor. *A Boy at War* (available from the Educational Resources Collections) tells the story of a young boy in Pearl Harbor on the day of the attack. *A Boy No More* follows the same boy to California and deals with Japanese-American internment camps. These novels could be used with the map of Pearl Harbor from the GRMC. Students could follow the story using the map showing the locations of battleships and other sites on December 7, 1941. More advanced students could read *Pearl Harbor: A Novel of December 8*. This novel depicts an alternate fictional ending to the attacks where the Japanese actually destroy more of the U.S. Pacific fleet. Students could use the information on the map to analyze which ships suffered more damage in the novel and how this alternate ending could have affected the outcome of the war.

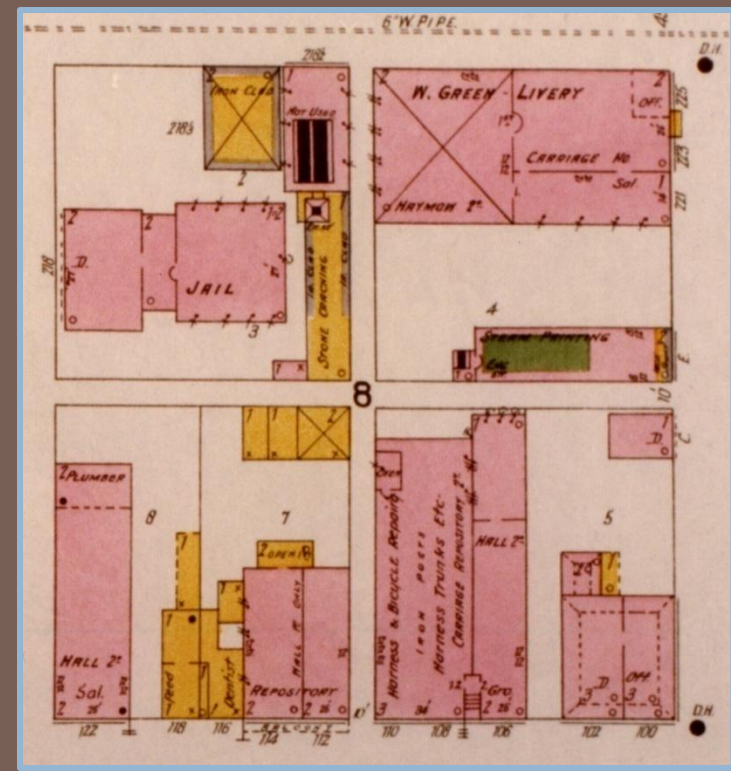
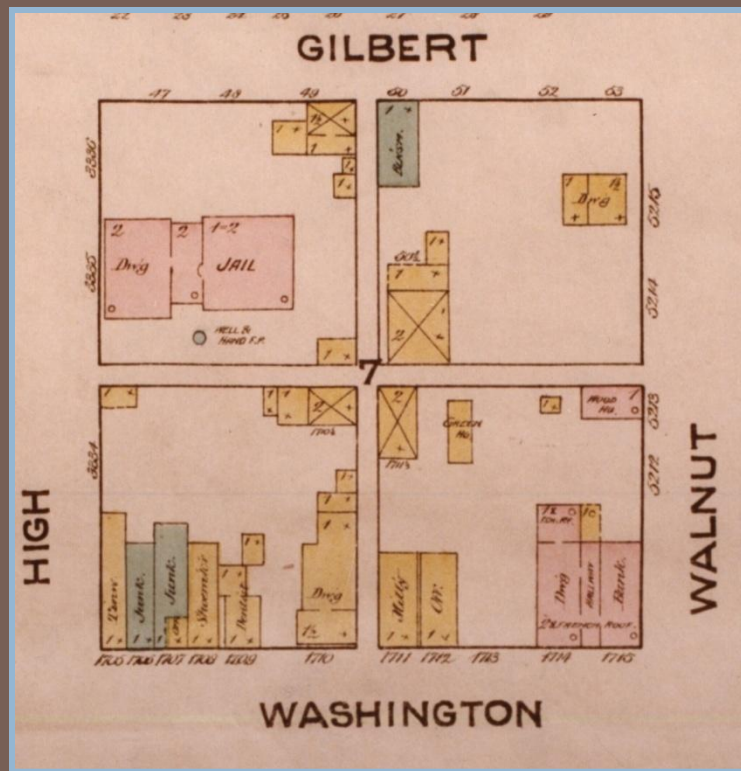




# Teaching History with the Digital Media Repository

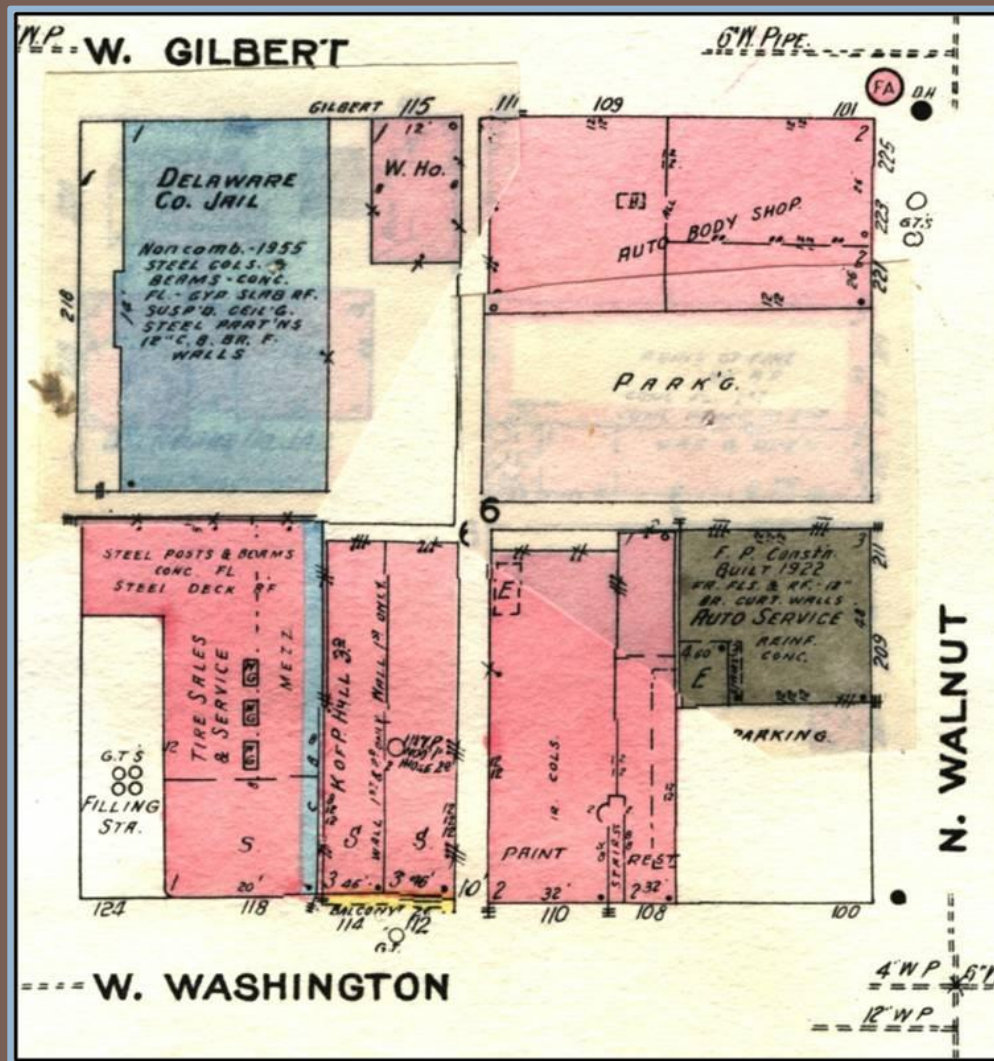


Sanborn® Fire Insurance Maps of Muncie, Indiana, provide an excellent classroom resource for teaching United States history. (Teachers can access copies of the maps from the University Libraries' Digital Media Repository at <http://libx.bsu.edu/>). The Sanborn® Collection includes maps of the city from 1883, 1887, 1889, 1892, 1896, 1902, and 1911. The maps can be used to identify the growth and evolution of industries and structures over time.



Students working individually or in small groups can analyze specific areas of the Sanborn® maps to interpret changes over time, researching various social and economic factors affecting those changes. For example, assign students or groups one individual map and have the students analyze the changes in the same area over time using the maps—a livery and harness and bicycle repair shop appear on the 1902 Sanborn® map of Muncie (right) not yet on the map of 1883 (left). Students could focus on the disappearance from the map of horse-related industries and buildings like stables and blacksmith shops.





The same city block of Muncie on the 1954 map reveals modern automobile-related features not seen on earlier maps: a gas station, tire sales and service shop, auto body shop, auto service, and parking lots.















# Prehistoric Science

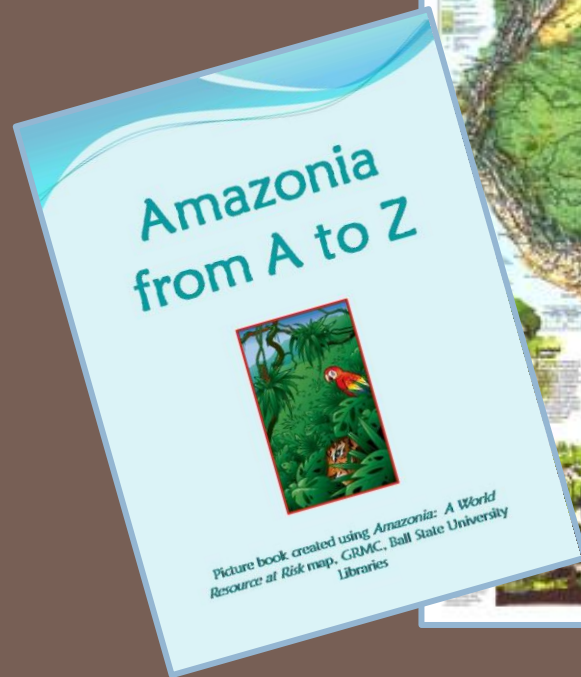
Students can learn about prehistoric North America using this National Geographic map from the GRMC, *North America in the Age of Dinosaurs*. The map provides historical information and details (such as size, diet and lifespan) about specific dinosaurs that roamed the continent.

A map of North America during the Mesozoic Era is shown over a modern day map of North America with state, provincial, and national boundaries. Students could create a map showing in which states the dinosaurs lived. With further research, major fossil locations in Indiana could also be mapped.





# Environmental Science: Teaching about the Rain Forest



Using the map of South America from the GRMC, *Amazonia: A World Resource at Risk*, students individually or in groups create a picture book telling the “story” of the Amazon rain forest using information and graphics provided on the map. A copy of the sample storybook is available as “Alphabet book” at <http://cardinalscholar.bsu.edu/303/>. (*Amazonia: A World Resource at Risk* map, GRMC, Ball State University Libraries).

# The World of Wild Animals

The map illustrates the distribution of various wild animals across the world's continents and oceans. Animals are depicted in their natural habitats, such as polar bears in the Arctic, kangaroos in Australia, and giraffes in Africa. The map also shows major geographical features like the Amazon River, the Great Wall of China, and the Pyramids of Giza.

**100 Wild Animals:**

1. HAWK
2. EAGLE
3. OWL
4. BEE
5. BUTTERFLY
6. FISH
7. CRAB
8. TURTLE
9. SNAKE
10. LIZARD
11. MONKEY
12. GORILLA
13. CHIMPANZEE
14. ELEPHANT
15. RHINOCEROS
16. ZEBRA
17. GAZELLE
18. KANGAROO
19. WALLABY
20. KOALA
21. QUOKKA
22. TAMARIN
23. JACARANDA
24. CAJUPUT
25. EUCALYPTUS
26. GUM TREE
27. ACACIA
28. BAOBAB
29. PALM TREE
30. BANANA
31. COCONUT
32. MANGO
33. LEMON
34. ORANGE
35. APPLE
36. PEACH
37. CHERRY
38. PLUM
39. PEAR
40. NECTARINE
41. APRICOT
42. KUMQUAT
43. CITRUS
44. MELON
45. WATERMELON
46. CUCURBIT
47. PUMPKIN
48. SQUASH
49. Zucchini
50. CABBAGE
51. BROCCOLI
52. CAULIFLOWER
53. SPINACH
54. LETTUCE
55. CARROT
56. POTATO
57. ONION
58. GARLIC
59. PEPPER
60. TOMATO
61. CUCUMBER
62. MELON
63. WATERMELON
64. CUCURBIT
65. PUMPKIN
66. SQUASH
67. Zucchini
68. CABBAGE
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91. CARROT
92. POTATO
93. ONION
94. GARLIC
95. PEPPER
96. TOMATO
97. CUCUMBER
98. MELON
99. WATERMELON
100. CUCURBIT

**Map Labels:**

- Greenland
- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Arctic Ocean
- Antarctica
- North America
- South America
- Africa
- Europe
- Asia
- Australia
- Antarctica
- Greenland
- Canada
- USA
- Mexico
- Central America
- Caribbean Sea
- Atlantic Ocean
- Indian Ocean
- Pacific Ocean
- Arctic Ocean
- Antarctica
- North America
- South America
- Africa
- Europe
- Asia
- Australia
- Antarctica



# GEOGRAPHY



# Geography of Africa



Students work in pairs or individually using the National Geographic map of Africa to answer questions on the *Africa Map Search* worksheet: (As students look for answers on the map, they will become more familiar with the countries of Africa).

- ❖ What country is bordered by Tanzania, Mozambique, and Zambia?
- ❖ List all of the countries that border Niger:
- ❖ What cape is located off the coast near the border between Namibia and Angola?
- ❖ What country has three capitals?
- ❖ What cities in Sudan are located on the Red Sea?

The *Africa Map Search* is available at <http://cardinalscholar.bsu.edu/304/>

(Africa, GRMC, Ball State  
University Libraries)





### CANADA MAP SCAVENGER HUNT

Search the political map of Canada to find the province or territory that correctly matches the description: A=Alberta; BC=British Columbia; M=Manitoba; NB=New Brunswick; NF=Newfoundland; NT=Northwest Territories; NS=Nova Scotia; NU=Nunavut; O=Ontario; P=Prince Edward Island; Q=Quebec; S=Saskatchewan; Y=Yukon Territory

- 1) the city of Alert off of Cape Sheridan and Cape Hecla is located here
- 2) the Calgary Stampede attracts a million visitors every year to this province
- 3) Saint John is a city here, but it's not the capital
- 4) the Klondike Plateau was the site of a gold rush
- 5) Charlottetown is the capital city
- 6) Mt. St. Elias is found here
- 7) Canada's easternmost province
- 8) Ottawa, the national capital, is located here
- 9) Lake Winnipeg is here
- 10) Saskatoon is a city here
- 11) Iqaluit has an airport and is the capital city
- 12) the Peace and Athabasca rivers flow here
- 13) Regina is the capital and headquarters for the "Mounties"
- 14) includes Baffin and Ellesmere Islands
- 15) Whitehorse is the capital city
- 16) the Coast Mountains and the Rockies cross through here
- 17) the eastern half of Lake Athabasca is here
- 18) Banks Island is in this part of Canada
- 19) Winnipeg is the capital city
- 20) the Toronto Blue Jays play here
- 21) Halifax is the capital city
- 22) shares its western border with Maine
- 23) Canada's westernmost province
- 24) borders Lake Superior
- 25) north of North Dakota and Montana
- 26) tourists flock to Great Slave Lake here
- 27) the only island province
- 28) includes Cape Breton Island
- 29) Yellowknife is the capital
- 30) Montreal hosted the 1976 Olympic Games
- 31) lies north of Quebec and borders the Northwest Territories
- 32) Fredericton is the capital city
- 33) borders Alaska, British Columbia, and the Northwest Territories
- 34) more than four-fifths of the people here live near the city of Vancouver
- 35) includes the mainland of Labrador



Using the political map of Canada from the GRMC, students complete the *Canada Map Scavenger Hunt* worksheet, filling in the name of the province or territory described in the questions. A copy of the worksheet is available as "Canada scavenger" at <http://cardinalscholar.bsu.edu/305/>. (Canada Political/Politique map, GRMC, Ball State University Libraries).

# Using an Atlas to Study Western Europe

## SANTA STOPS HERE!



Santa Claus is a legendary historical mythical figure in the folklore of Western cultures. The legend of Santa Claus is also known as Father Christmas in some European cultures, and Father Christmas resides in Finland, not the North Pole.

In this story, Santa Claus is making some special deliveries to children living in Western Europe. Trace the route Santa follows by looking up the numbered locations in the Goode's World Atlas. Place the number of the location in the correct spot on your map of Western Europe:



Place a star at the North Pole where Santa will begin his journey. Santa's first stop is in Iceland. A young boy who lives in (1) Vestmannaeyjar wants a new Tommy Hilfiger vest. Santa then makes his way to Norway where a bread maker is being delivered in the city of (2) Molde. Nails, preferably nine-inch, will be delivered to a unique teenager in (3) Hammerfest, Norway. Santa's sleigh is kind of crowded due to the request from (4) Jonkoping, Sweden—somebody there wants a ping pong table. It's on to (5) Kotka, Finland, for the delivery of a futon. A young woman in (6) Potsdam, Germany, wants a potpourri pot for her room. It's obvious that the bottle of CK One is going to a girl in (7) Cologne, Germany. Someone in (8) Ringkobing, Denmark, has requested some rollerblades. Santa's sleigh is getting lighter!

A student in (9) Oxford, England, U.K., wants a new dictionary. A little girl in (10) Cardigan, Wales, U.K., has asked for a new sweater. A teenager in (11) Cork, Ireland, has asked for a bulletin board so she can hang up all of her U2 posters. Obviously, someone from (12) Wick, Scotland, U.K., asked for a candle. (13) Zwolle, Netherlands, is where Santa is taking some wooden shoes. Since Belgium is the diamond capital of the world, someone in (14) Brussels has asked for a ring and a necklace. Santa delivers a brand new sports car to a lucky recipient in (15) Luxembourg, Luxembourg. Another car will be delivered to a teenager from (16) Le Mans, France, just in time for racing. Santa delivers paint and glasses to a girl in (17) Bordeaux, France.

Every year they hold the running of the bulls in (18) Pamplona, Spain, so Santa delivers several pairs of running shoes to children there. Some Portuguese girl who lives in (19) Vigo requested some new headphones. Another girl from (20) Valencia, Spain, really wants a CD player so she can listen to Enrique Iglesias. (21) Andorra la Vella, Andorra, is very small—somebody there wants a small computer, a laptop. The French are big fans of Jerry Lewis movies, so someone in (22) Cannes, France, asked for the entire Jerry Lewis DVD collection. Another lucky teenager gets a car in (23) Monte Carlo, Monaco.

Santa has to make a stop in Christopher Columbus' hometown, (24) Genoa, Italy, to deliver someone a new flat-screen television—their old television was too round. A pizza pan was on someone's list—of course it was someone from (25) Lucca, Italy. In (26) Cosenza, Italy, a young girl has asked for an Italian Barbie doll. Khaki pants will be delivered to a boy in (27) Khalkis, Greece.

Santa was surprised to find out that people in San Marino are big football fans—some kid in the capital city (28) San Marino wants a Dan Marino classic football card. Santa's last really large delivery will be in (29) Venice, Italy, where some lucky young man will be waking up to a new speed boat parked outside his house.

A young girl in (30) Wiener-Neustadt, Austria, said "Bitte!" when she asked Santa to deliver a dachshund puppy. A future pianist requested a baby grand piano to be delivered to her home in (31) Bad Ischl, Austria. Santa travels to (32) Vaduz, Liechtenstein, to deliver a young woman a new parka. A skier requested some designer sunglasses to cut down on the glare on the slopes in (33) Glarus, Switzerland. A teenager in (34) Geneva, Switzerland, asked for a peace sign necklace.

And finally, Santa will make his last stop in (35) Winterthur, Switzerland, where he will deliver a Rolex watch and some hot chocolate to a lucky young man.

Santa puts his sleigh on auto-pilot for the trip home to the North Pole. He'll need to hurry. Mrs. Claus and the elves have already started watching "It's a Wonderful Life" on television without him!



Teachers may want to investigate purchasing a classroom set of the *Goode's World Atlas*. This atlas can be used for many class activities and is extremely thorough and comparably inexpensive.

Using the *Goode's World Atlas*, in this exercise students follow the path of the legendary Santa as described in the story, marking his locations on a map of Western Europe. This worksheet is available as "Santa travels Europe" at

<http://cardinalscholar.bsu.edu/306/>

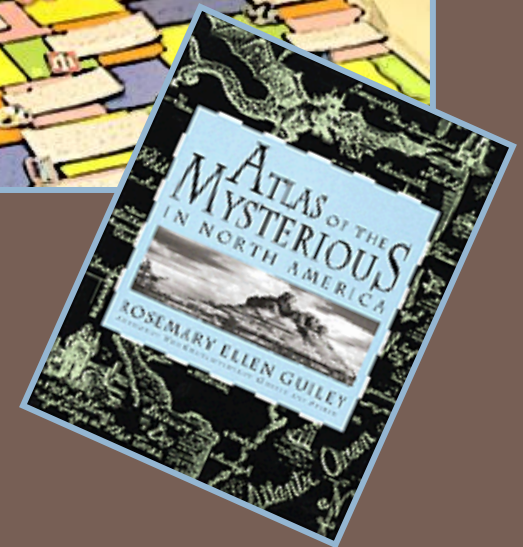
Teachers could create other stories for worksheets focusing on other regions of the world. Students would gain skills using atlases while learning the countries on the maps.



# Geography of the Paranormal

Geography teachers can add interest to teaching map skills by using unique reference materials. *Atlas of the Mysterious in North America* is an atlas that features information and maps about sacred places, earthworks and mounds, stone works, haunted places, and mysterious creatures in North America.

Students could use this atlas and similar resources to create their own “paranormal” map of a place. For example, students could create a map of allegedly haunted places in their home state using a blank outline map from the GRMC. The student shown is creating a haunted map of Indiana called “Eerie, Indiana.”



(*Atlas of the Mysterious in North America*, Reference Collection, Ball State University Libraries).

# Haunted Places of the United States



Gakona Ledge and Trading Post, Gakona



Harvard Exit Theater, Seattle



Custer Battlefield, near Crow Agency



Heffren Hall, St. Mary's College, Winona



Mt. Glazenbury, near Bennington



Mount Shasta, Siskiyou County



Dakota Apartments, New York



Alcatraz, San Francisco



Denver and Rio Grande Railroad Depot, Salt Lake City



Cheesman Park, Denver



Ham Creek of the Brazos River



Entire city of Lenton



Hull House, Chicago



Elliott Hall, Ball State University, Muncie



Franklin Castle, Cleveland



White House, Washington



Whaley House Museum, San Diego



Superstition Mountains, Phoenix



Chaco Canyon, near Farmington and Albuquerque



Sigma Phi Epsilon House, University of Missouri, Columbia



Stones River Battlefield National Park, Murfreesboro



Worcester House, New Echota



The Hermitage, Murrells Inlet



McNay Museum, San Antonio



Saint Louis Cemetery, New Orleans



Mound Key, near Punta Gorda



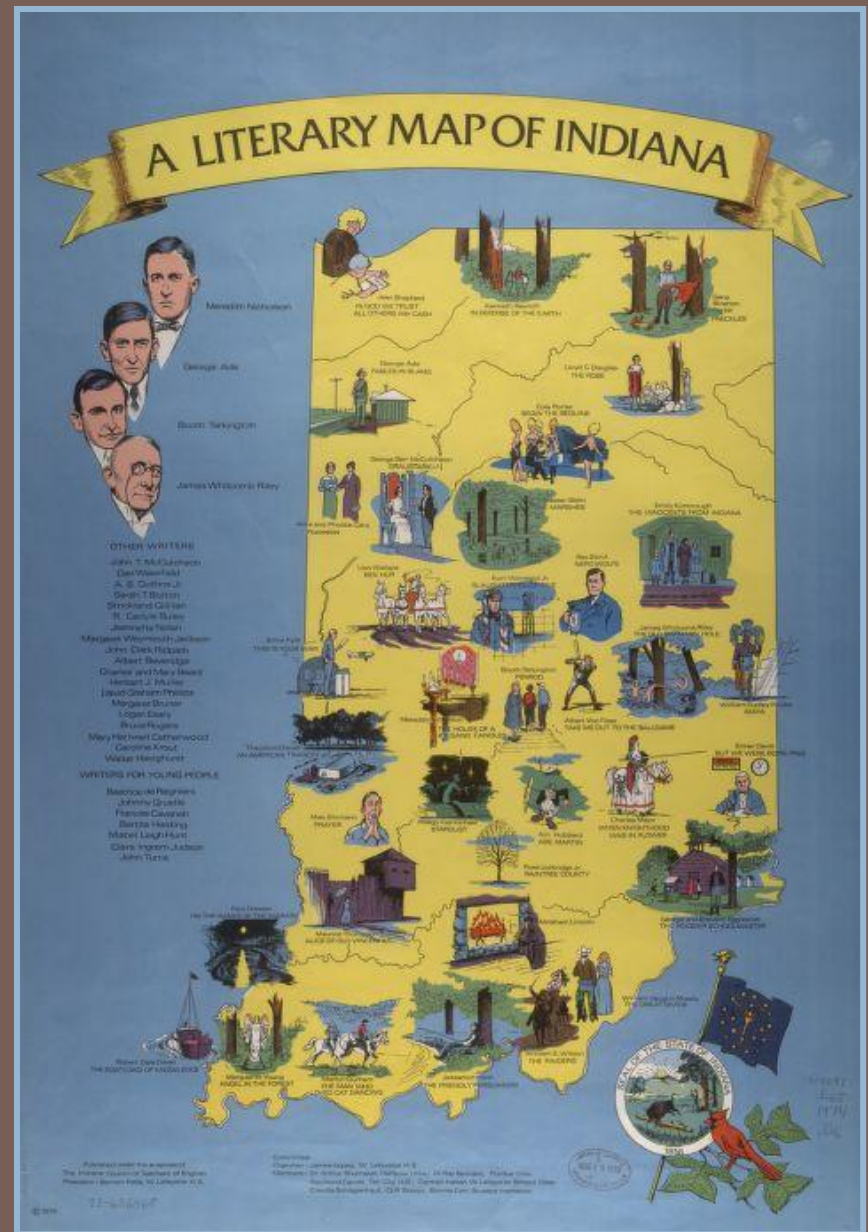


# ENGLISH/ LITERATURE

This map of Indiana shows the hometowns of authors from the state.

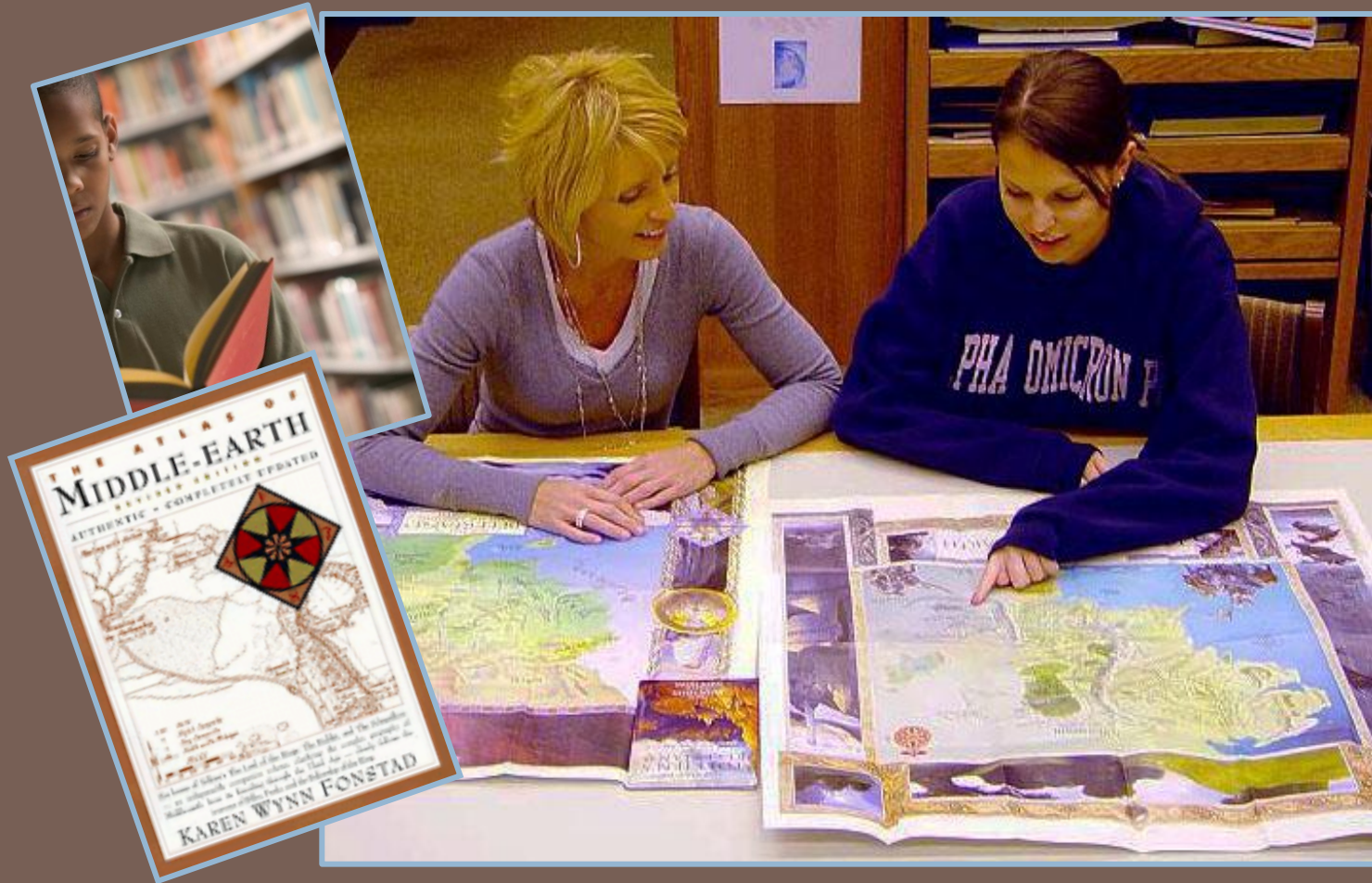
Students could create a similar map of the United States showing the hometowns of authors or the actual settings of novels read by the class over the semester or year.

This map could also be recreated using the hometowns of prominent people from the state in other fields, such as government, sports, or historical figures.



(Literary Map of Indiana, GRMC, Ball State University Libraries).

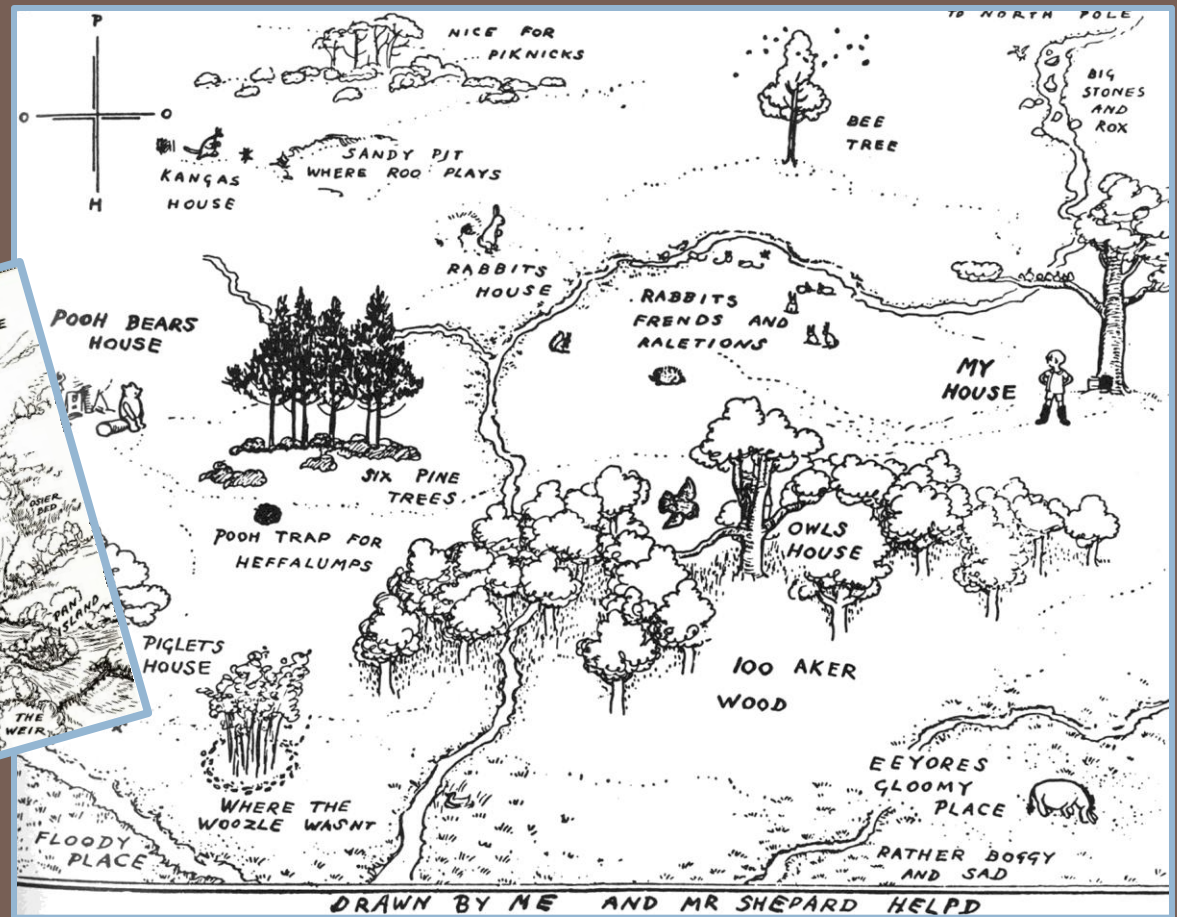
# Popular Fiction on the Map



*The Atlas of Middle Earth* is available in the University Libraries' Atlas Collection and features maps from J.R.R. Tolkien's books. *The Map of Beleriand and the Lands to the North* and *The Map of Tolkien's Middle-Earth* are available in the GRMC.



# Imaginary Places...



This map featuring scenes from *The Wind in the Willows* and the map of Winnie the Pooh's "Hundred Aker Wood" are from *The Atlas of Fantasy*. This atlas features maps of numerous imaginary settings from historic and popular literature and is available in the Atlas Collection.









# Mapping American Folklore and Literature



This map, *American Folklore, Legends, and Literature*, created by the GRMC is an updated version of a 1936 map in the Collection. The map features popular children's books, regional legends, and famous Americans. Teachers could create a similar lesson, mapping the settings of the books read over the school year.



# SPORTS



# The Geography of the Olympics

Students can use a world atlas to locate the sites of the Olympic Games on a world map. More advanced students can analyze the locations and dates of the Games to answer follow-up map questions:

- ❖ Why were there no Olympics held in 1916, 1940, and 1944?
- ❖ Name the continents that have hosted the Summer Olympics only, the Winter Olympics only, and both Summer and Winter Games:
- ❖ Name the continents that have never hosted any Olympic Games:
- ❖ List three reasons that may explain why these continents have never hosted any Olympic Games:
- ❖ Look at the pattern of dots on your world map. In what hemisphere have most of the Olympics been held—Northern or Southern? Explain possible reasons.



The Geography of the Olympics worksheet is available at <http://cardinalscholar.bsu.edu/308/>



# Using Football in U.S. History



Introduce students to the study of United States history or geography by displaying this map of current NFL teams. Ask students to take turns naming a city shown on the map. Then discuss with the class the team's nicknames and how those names can sometimes reveal that city's history. This discussion stimulates interest in the study of United States history and geography:

Green Bay Packers (meat packing industry); Minnesota Vikings (Scandinavian history of the region); New Orleans Saints (French Acadian influence in Louisiana); Tampa Bay Buccaneers (Spanish pirates in the region); San Francisco 49ers (gold rush). Discuss how the names fit original cities like the Baltimore Colts (Maryland horse racing). Sometimes the names can be combined with NBA teams like the Bears and Bulls of Chicago (Chicago market). Again account for movement—Los Angeles Lakers (originally from Minnesota) and the Utah Jazz (originally in New Orleans). Which cities have NFL and NBA teams? What does that reveal about those cities?



Minneapolis  
Millerettes



Muskegon Lassies

Grand Rapids  
Chicks

Milwaukee  
Chicks

Racine Belles

Kenosha  
Comets

Kalamazoo  
Lassies

Battle Creek  
Belles

Rockford  
Peaches

Chicago  
Colleens

South Bend  
Blue Sox

Fort Wayne  
Daisies

Peoria  
Redwings

Springfield  
Sallies



Team photo of the 1943 Rockford Peaches, as portrayed  
in Penny MacCall's film *A League of Their Own*, 1992.

# *The Girls of Summer: All-American Girls Professional Baseball League Teams, 1943-1954*



# Black Diamonds: Negro League Baseball Teams, 1920-1949

Akron Blue Birds  
 Atlanta Black Crackers  
 Atlantic City Bacharach Giants  
 Baltimore Black Sox, Elite Giants  
 Birmingham Black Barons  
 Brooklyn Eagles, Royal Giants  
 Chattanooga Black Lookouts  
 Chicago American Giants, Columbia Giants, Giants  
 Cincinnati Clowns, Cuban Stars, Tigers, Ethiopian Buckeyes  
 Cleveland Bears, Bluebirds, Browns, Buckeyes, Cubs, Elite Giants, Hornets, Red Sox, Stars, Tate Stars, Tigers  
 Columbus Blue Birds, Buckeyes, Elite Giants, Redbirds, Elites  
 Dayton Marcos  
 Detroit Elites, Stars, Wolves  
 Harrisburg Giants  
 Homestead Grays (Pittsburgh)  
 Indianapolis ABC's, American Giants, Athletics, Clowns, Crawfords, Cuban Stars  
 Jacksonville Red Caps  
 Kansas City Monarchs  
 Knoxville Giants  
 Louisville Red Caps, White Sox  
 Memphis Red Sox  
 Milwaukee Bears  
 Monroe Monarchs  
 Montgomery Gray Sox  
 Nashville Elite Giants, Elites  
 New Orleans Crescent Stars, Stars  
 New York Bacharach Giants, Black Yankees, Cuban Stars, Cubans, Harlem Stars, Bombers, Lincoln Giants  
 Newark Browns, Dodgers, Eagles, Stars  
 Philadelphia Hilldale Daisies, Hilldale, Stars  
 Pittsburgh Crawfords, Keystone  
 St. Louis Giants, Stars  
 Toledo Crawfords, Tigers  
 Washington Black Senators, Elite Giants, Homestead Grays, Pilots, Potomacs  
 Wilmington Potomacs

1931 Official Road Map  
**UNITED STATES**

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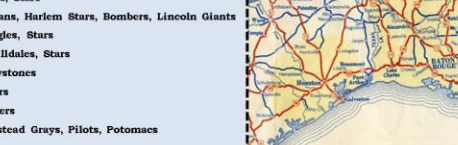
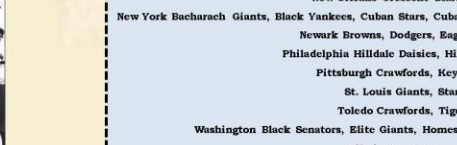
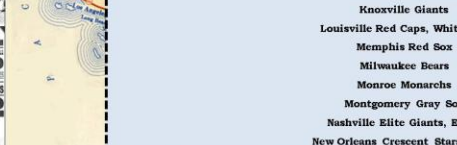
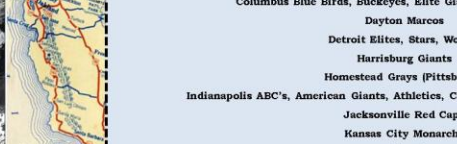
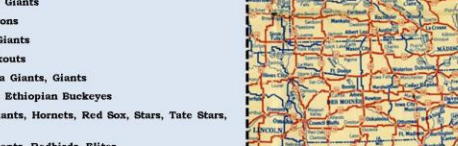
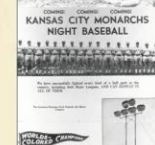
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SCALE OF MILES

ENTRANCE

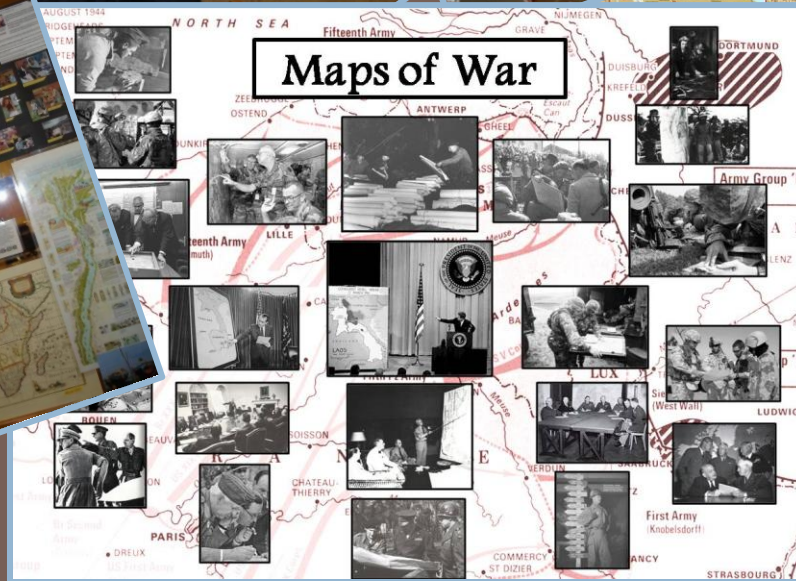
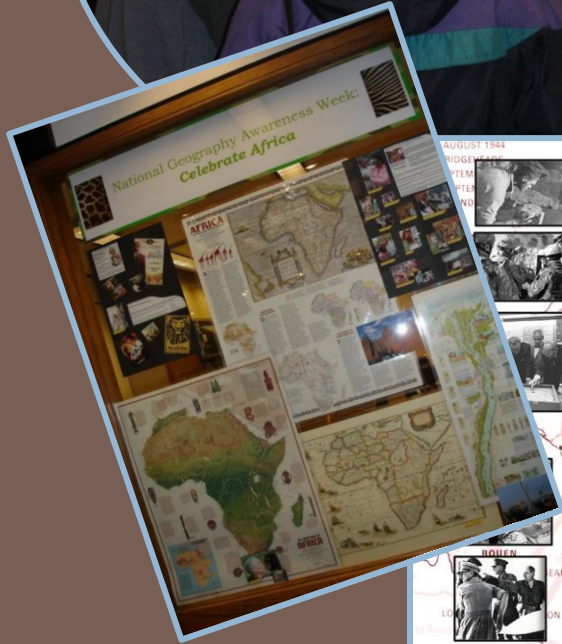
FOR COLORED ONLY

COMPLIMENTARY  
 KANSAS CITY ALL STARS  
 VS  
 FOSTER'S AMERICAN GIANTS  
 ADMIT ONE





# Maps for Exhibits...



## Hispanic Heritage Month: A Celebration in Maps

September 15-October 15, 2008





SOUTH  
DAKOTA

WISCONSIN

IOWA

ILLINOIS

INDIANA

OHIO

Sioux Falls

March 6, 1934: Robbed \$46,000 from the Security National Bank and Trust Company in Sioux Falls, South Dakota.



Mason City

March 13, 1934: First National Bank in Mason City, Iowa, robbed of \$52,000.



John Dillinger was named "Public Enemy Number One" in June of 1934.



July 22, 1934: John Dillinger was shot to death by the FBI while leaving the Biograph Theater in Chicago.

November 20, 1933: Robbed \$28,000 from the American Bank and Trust Company in Racine, Wisconsin.

John Dillinger and his gang stayed here in Little Bohemia in Manitowish Waters, Wisconsin, until it was raided by the FBI. Two men were killed during the subsequent gun battle as the gang escaped.



December 13, 1933: Unity Trust and Savings Bank, Chicago, robbed of \$8,700.

May 10, 1933: John Dillinger was paroled from the Indiana State Prison in Michigan City, where he served more than eight years on an assault and robbery charge.

June 30, 1934: Robbed more than \$28,000 from the Merchants National Bank in South Bend.

October 1933 and April 1934: Robbed police arsenals in Auburn, Peru, and Warsaw, Indiana, securing guns, ammunition, and bullet-proof vests.



Chicago

East Chicago

Michigan City

South Bend

Auburn

August 14, 1933: Bluffton Bank robbed of \$6,000.

Bluffton

Lima

September 22, 1933: Arrested in Dayton. Transferred to Lima, where his gang freed Dillinger after killing the sheriff on October 12, 1933.

Dayton

John Dillinger is buried in Crown Hill Cemetery in Indianapolis.

Daleville

July 17, 1933: Commercial Bank of Daleville robbed of \$3,500.

Peru

August 4, 1933: Robbed \$6,700 from the Montpelier National Bank.

Warsaw

January 30, 1934: Arrives at Crown Point, Lake County Jail, following Dillinger's arrest in Tucson, Arizona. Escapes using alleged wooden gun on March 3, 1934, stealing sheriff's car and heading to Chicago.

Crown Point

September 6, 1933: Massachusetts Avenue State Bank in downtown Indianapolis robbed of \$24,000.

Greencastle

October 23, 1933: Central National Bank and Trust in Greencastle robbed of \$76,000 - Dillinger's largest take.

Indianapolis

Mooreville

1924: John Herbert Dillinger was sentenced to 10 to 20 years in the Indiana State Prison for attempting to rob a Mooreville grocer.



This photo of Dillinger with his Indiana prosecutor in Crown Point enraged J. Edgar Hoover of the FBI.



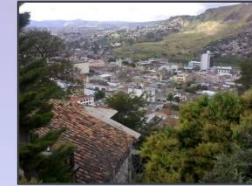
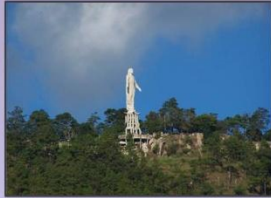
# Public Enemies: Robberies of the John Dillinger Gang



[illegible]



# HONDURAS



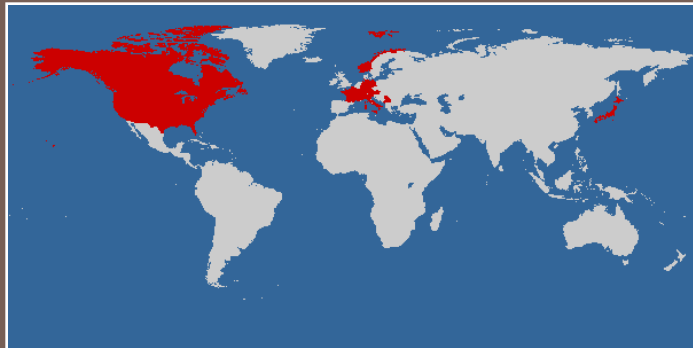






# Online Map Resources

- ❑ The University Libraries Digital Commons page is an excellent resource for teaching social studies: <http://www.bsu.edu/libraries/viewpage.aspx?SRC=../lits/commons/index.html>
- ❑ Map Link is a map vendor that consolidates maps from numerous publishers onto one site: <http://www.maplink.com>
- ❑ Find geography lesson plans from the Geography Educators Network of Indiana: <http://www.iupui.edu/~geni/>
- ❑ Discover the newest information about maps and geography: <http://www.mapping.com>
- ❑ Create custom maps of the United States at <http://douweosinga.com/projects/visited?region=usa> and the world at <http://douweosinga.com/projects/visited?region=world>



Winter Olympic Games Sites



Summer Olympic Games Sites



THANKS FOR VISITING THE  
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*The End.*